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ABSTRACT

Senate Rostrum, the Academic Senate for California Community Colleges Newsletter, discusses issues pertaining to California community colleges and the formation of statewide policies on academic and professional matters. The April 2001 issue discusses: (1) California's Master Plan; (2) defining a "high quality education"; (3) faculty evaluation of administrators; (4) occupational education subcommittees of local academic senates; (5) observations of alternative academic calendars (quarter vs. semester system); (6) the fall 2000 Plenary Session of the Academic Senate; (7) possible revisions of the Disciplines List which sets the minimum qualifications for the faculty of California community colleges; (8) faculty dialogues through IMPAC (Intersegmental Major Preparation Articulated Curriculum); and (9) the National Student Clearinghouse which provides student transfer data. The October 2001 issue discusses: (1) equal opportunity in California's public postsecondary education; (2) relations between the Academic Senate and local academic senates; (3) a report from the Curriculum Committee; (4) the upcoming formal review of the Disciplines List; (5) a report from the Affirmation Action/Cultural Diversity Committee; (6) the transfer mission; (7) a report from the Basic Skills Committee; (8) issues in occupational education; (9) the formation of a consultation task force for student counseling; (10) a report from the Technology Committee; and (11) the Academic Senate's Web site. (JS)

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Senate Rostrum: Academic Senate for California Community Colleges Newsletter, 2001

Julie Adams, Editor

Senate Rostrum Apr-Oct 2001

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April 2001

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Academic Senate for California Community Colleges Newsletter

Why the Master Plan Matters

by Hoke Simpson, Vice President

California's Master Plan for Higher Education is being revised for the third time since its original adoption over forty years ago. Each revision reawakens the hope that the promise of the original Plan will finally be actualized: a tuition-free quality college education for every citizen of the state who might benefit from it. The community colleges are at the heart of that hope, but they have never been able fully to deliver. Elitist attitudes and hierarchical thinking have so far consigned the community colleges to third-class status in terms of their funding and support. Although the second review of the Plan, published in 1989, explicitly acknowledged this and recommended corrective action, its recommendations were eclipsed by the economic recession of the nineteen nineties. Unfortunately, the work done so far on the current revision suggests that the elitism of the past, now coupled with a tendency toward social engineering and an infatuation with corporate models of management, might once again serve to undermine the hopes of millions of Californians for a better life. On the other hand, the situation may not be hopeless, and there may be something that we can do.

Background

The original Master Plan was drafted in 1960 in anticipation of Tidal Wave I, a huge influx of post-World War II baby boomers. The plan was intended to control the development of the public colleges and universities in such a way as to make good on the promise of a free college education for every California citizen. To this end it was decided to expand the community colleges, assigning them the mission of vocational education and the first two years of undergraduate college preparation. No new University of California or California State University campus would be built until there were sufficient community colleges to handle the high school graduates in the region. Of these, it was determined that UC would admit the top one-eighth, while CSU took the top one-third. The community colleges would be the gateway to postsecondary education for all those others who did not yet qualify for entry into the four-year systems. This was the context for the remark of Clark Kerr, the president of the UC system and a principal architect of the Master Plan, that, "When I was guiding the development of the Master Plan for Higher Education in California in 1959 and 1960, I considered the vast expansion of the community colleges to be the first

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About education . . .

by Linda Collins, President

Linda Collins

After his first two years of attention to K-12, we had hoped that Governor Davis would turn his attention to the community colleges. And his January budget was an indicator that he would do just that. It was a great start; the best we've ever had: an increase of $228.8 million, or 8.1% in state general funds alone. But shortly thereafter, the state's energy crisis hit. All other issues have been eclipsed in Sacramento as the Governor and the Legislature have scrambled to respond. We are being told it appears unlikely that we will receive augmentations beyond the initial budget in the Governor's May revision. Our hope is to hold onto the Governor's original allocation, and work together to press for whatever more might be possible.

The issue of chronic underfunding of the community colleges is unlikely to be addressed by incremental budget gains in the annual budget process—certainly, not during a major energy crisis. But the underfunding of our system is a public policy and a social justice issue of great urgency that must continually be raised, at every opportunity and in every venue. Our students are worth, and deserve, the same public investment currently being made in education of students at UC and CSU. As Hoke Simpson's article in this publication illuminates, the California Master Plan for Higher Education spelled out a vision of universal access that is an essential statement of democratic principle and opportunity. Unfortunately, that declaration has not been matched by equitable funding.

The new discussions on the Master Plan represent a real opportunity for us to make our case. The intent of the Committee to produce a Plan that encompasses K-12 through higher education is ambitious, and may make the project unwieldy, though most all would agree that attention should be paid to the entire spectrum of education, and the full developmental cycle of our students. There is danger though that the Committee's focus on K–12 could lead to pressures for higher education to conform to current K–12 reforms, without adequate discussion of the advisability of these reforms. In particular, the state's preoccupation with high stakes testing spells trouble for the community colleges, as the inevitable surge in high school dropouts begins to show up. Every state where high stakes testing has been implemented has experienced an increase in the dropout rate. Those students will eventually come to the community colleges for a second chance.

The Joint Committee for the Master Plan for Education has been conducting hearings over the last several months. Representatives of the Academic Senate have testified at most of the hearings, either through invited testimony or public comment. We will continue to participate in the process. The Academic Senates of UC and CSU have also participated, and through the Intersegmental Committee of Academic Senates we are working together to monitor and impact the developments.

At the hearing entitled "Defining a High Quality Education for all Students" the Joint Committee focused on assessments of "knowledge and skills sets" that are to be measured in "consolidated assessments." The accompanying briefing paper prepared by Committee staff focused heavily on testing and quantitative measures as a proxy for "quality." What follows is the testimony I provided for the hearing. It responded to the material in the briefing paper. And, of course, my remarks to the Committee were of necessity briefer, but drew from the accompanying text. You will no doubt recognize the central themes of our work together. ▲

President's Report

Defining a High Quality Education for All Students

Testimony prepared for the Public Hearing of the Joint Committee to Develop a Master Plan for Education: Kindergarten through University

by Linda Collins, President

I want to thank the Joint Committee for their invitation to testify and to engage in a thoughtful discussion about high quality education.

The Academic Senate for California Community Colleges represents the local academic senates of all 108 colleges. We provide expertise in academic and professional matters to the Chancellor and Board of Governors as well as to the Legislature and Governor's Office.

The Academic Senate for California Community Colleges urges the Committee to beware of quick fixes or simple solutions; we believe there are no shortcuts in education.

As much testimony before the Committee has already stated, while it is essential to attend to outcomes, the move to look only at outcomes, without attention to the requisite educational support structures to ensure them, will shortchange our students. Educational equity means just that: equity. Of the educational experience as well as of the outcomes. This includes well-equipped schools, good teachers, as well as opportunities to explore and experiment beyond what is immediately useful or test related.

The best schools encourage creativity, support inventiveness and open ended inquiry: the ability, as the current cliché puts it, to think "out of the box," not merely the ability to bubble it in.

This intellectual legacy is the hallmark of the higher educational system in the United States, and it is the right of all to inherit it, not a narrowed, quantitative, or numbers driven reduction.

The point of a quality education is to help our students master a basic proficiency level to be sure, but more than that, it is to encourage the development of their humanity.

The Academic Senate for California Community Colleges, in its paper, "The Future of the Community College: A Faculty Perspective," identified a quality education as one that is "maximally productive of humane values and which contributes toward students becoming informed, compassionate and productive members of their communities. The faculty believe...that democracy requires an educated citizenry, literate people who are capable of making informed choices, and that the development of such citizens should be the primary task of a 'democratic' educational system." (p. 5) 'Education' is defined in the paper as "the actualizing of the potential of human beings." In other words, a quality education is one that facilitates individuals' becoming more fully themselves. "Thus a good indicator of such an education is what the ancient Greeks called *eudaimonia*, a word which is often translated as 'happiness,' but which is best understood as that sense of well-being that accompanies a state of spiritual and physical wholeness, an awareness that one is exactly who one ought to be." (p. 5).

It is true that such a definition and such indicators do not lend themselves readily to a quantitative assessment. The point to be made here was perhaps best put by a legislator

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"The best schools encourage creativity, support inventiveness and open ended inquiry: the ability, as the current cliché puts it, to think "out of the box," not merely the ability to bubble it in."

"Coronations and Assassinations":

Finding the Appropriate Role for Faculty in the Evaluation of Administrators

by Kate Clark, Educational Policies Committee Chair

Kate Clark

Evaluation of Administrators

It has been ten years since changes in the California Education Code authorized faculty to have a meaningful contribution to the evaluation of administrators, and eight years since the Academic Senate published two important papers on the evaluation of administrators, *Administrator Evaluation: Toward a Model Academic Administrator Evaluation Policy* [1992] and *Chief Executive Officer Evaluation: Toward a Model Chief Executive Officer Evaluation* [1993].[1]

Certainly, "it is the intent of the Legislature that evaluation of administrators include, to the extent possible, faculty evaluation" [Education Code §87663 (i)]. While the original intent language is enshrined in code, it parallels the explicit participation of students in faculty evaluation contained within that same section [Education Code §87633(g)]. Further, as a minimum condition for operation, governing boards of community colleges "shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff" [Title 5 §51023.7]. Included elsewhere in those legal mandates are the right to see the contracts under which administrators are hired and a demand (as yet unmet) that the various professional organizations establish minimal qualifications for academic administrators.

[1] The latter of these documents is available on line at the Academic Senate website and offers models for consideration; to download this publication, visit "Publications" at (http://www.academicsenate.cc.ca.us).

It appears, however, that these are laws more honored in the breach than in the observance; even the Community College League of California, in its trustee's handbook, seems to disregard these legal provisions, claiming instead that "Generally, the trustee's evaluation of the CEO and his or her self-evaluation are usually sufficient" [*Trustee Handbook, 2000*, Chapter 25, p. 127].

Because most faculty report being specifically excluded from or generally ignored in the evaluation of their college's administration, the Academic Senate invited representatives of an administrator's union, a district vice chancellor, and faculty senate representatives to participate in a breakout at the Fall Plenary Session. The objective was to begin discussions of appropriate faculty involvement in the evaluation of administrators. While the Academic Senate publications and positions may differ from the comments of some participants, their observations are shared below.

Many evaluations arise, as Diane McKay of West Valley Mission College noted, out of a particular crisis or in response to the "thin funnel" approach wherein presidents are evaluated only by the board and keep their jobs as long as they please only the board. Both approaches are wholly unsatisfactory.

Charlie Bossler concurred, observing that the evaluation of all too many administrators results in either "coronations or assassinations." Bossler, Dean of Students at Los Angeles Harbor College and President, Administrators Union (Teamsters), said that deans in their district organized in response to the increasing collateral power of faculty unions. Currently, 90% of the grievances that

come to the deans' union concern the evaluation of administrators, though this was not the original reason for unionizing the Los Angeles Community College District (LACCD) deans. In fact, to his surprise, many administrators have never been evaluated. Complicating any evaluation procedure is the general lack of clarity about what deans actually do beyond their more general job description. Because salaries, particularly those connected with merit pay, are dependent upon an employee's adherence to stated responsibilities, duty statements become critical.

In the case of the LACCD, the college presidents' salary scale is broken into tiers (ranges), and to move from one to the next requires that a president not just perform satisfactorily but must exceed expectations. Because rational individuals can disagree in making evaluative judgments, including whether or not an individual has exceeded expectations, determining the criteria of and process for evaluation is crucial.

The evaluation of administrators, then, must build upon a clear, collaborative process for selecting administrators and building a pool of talented administrators who can move into vacated positions. Peter Landsberger, currently the Vice Chancellor of Human Resources for LACCD and former president of the College of San Mateo, explained his perspective on evaluations as he approaches negotiations with Bossler's union. He delineated two kinds of evaluation, informal and formal, both of which he believes should be part of the development of competent administrators.

Informal evaluation is more impressionistic, more "private" in Landsberger's words, smaller in its scope, does not include formally collected documentation, is often conducted more frequently, and is relatively risk-free. This method can be very useful and can take a variety of forms—talks, quiet reviews, shadowing, even videotapes. Such informal evaluation can develop potential and encourage professional growth. In this sense, informal evaluation is formative. Official evaluation, on the other hand, has both summative and formative elements, is formally and systematically conducted and carefully documented, is more public in its prescribed inclusion of others (both internal and external evaluators), and has the potential to affect employment status; hence there is perceived risk. Because of this element, formal evaluation may not always be particularly effective at promoting growth, though it does document performance over a prescribed period of time. Evaluation has a spectrum of purposes, some of which are at odds with others: recognition of outstanding performance, improvement of satisfactory performance and promoting growth, identification of weak performance to prompt improvement; and documentation of unsatisfactory performance. Thus, Landsberger notes, neither type of evaluation can do the job of the other very well. He further observed that most people are more comfortable with informal evaluations than with formal evaluations that require more resources and are less effective in nurturing growth.

Who, then, are the participants in a formal evaluation of an administrator? Clearly, because the process involves data collection, synthesis and analysis of that data, and judgment arising from that analysis, the process must distinguish between those who provide information and evidence, those who gather the relevant materials, and those who must ultimately evaluate its meaning and pass judgment upon their employee. Bossler insisted that faculty should not run but must have a role in administrator evaluations; he asserted that it is foolish for an administrator to think that he or she can manage faculty without any faculty input into evaluation. The law clearly indicates that faculty and students should be involved "to the degree possible." Faculty who are directly supervised by the administrator or have served on a committee chaired by the evaluatee, who understand the responsibilities of the position being evaluated, and who have a clear understanding of institutional expectations are most likely to have significant perspectives to bring to the process. Student representatives who have had direct contact with the administrator or whose activities were overseen by the evaluatee are also important contributors. Finally, those who are responsible for remedial

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"it is the intent of the Legislature that evaluation of administrators include, to the extent possible, faculty evaluation" [Education Code §87663 (i)]

Occupational Education

Subcommittee of the Local Academic Senate

by Occupational Education Committee

Lin Marelick, Occupational Committee Chair

Occupational Education

In Fall 1999 the Plenary Body passed Resolution 21.09 directing the Academic Senate to write on article on Occupational Education Subcommittees of the Local Academic Senates. This article is a response to that resolution.

Introduction

Why should your college have a occupational education subcommittee of the local academic senate? There are a number of reasons why, but the most important one is that the California Community College System has been transformed over the last 6 years through occupational education. Millions of dollars have been poured into workforce training and economic development since 1991. Most local senate presidents currently are not drawn from the occupational disciplines, and often know little about occupational education and how legislation and occupational issues impact the community college faculty in general. An occupational education subcommittee could give a local senate direction concerning workforce preparation issues.

Such a committee can also serve to expand the involvement of occupational faculty in local academic senates, and provide important opportunities for leadership recruitment and development of occupational faculty.

A Brief History

Since 1994, significant changes have occurred in the community college through federal and state policy. The transformations are based on the efforts of the Governor and Board of Governors to improve the California economy through workforce and economic development. For example, the ED>Net budget was $1.9 million in 1983 (the effort was called *Investment in People* at that time) now the budget is $45 million. The California Workforce Investment Act (WIA) and other legislation identify the community colleges as a big player in workforce development. The Vocational Technology Education Act (VTEA) distributes $54 million on a FTES basis. There is $5 million allocated for vocational equipment through a competitive format. At a minimum, half of what is done in the California Community College System is done through vocational education. Below is a brief history of some of the policies and plans that impact the community colleges.

Regional Workforce Preparation and Economic Development Act (RWPEDA)

In 1997, Governor Pete Wilson signed the California Work Opportunity and Responsibility to Kids (CalWORKs) into law. This action implemented the welfare reform legislation for California and also created the Regional Workforce Preparation and Economic Development Act (RWPEDA). The Act was subsequently amended in 1998. RWPEDA required the development of a coherent and integrated system of education and training linked to economic development. RWPEDA directed the Secretary of Health and of Trade and Commerce, the Community College Chancellor and the Superintendent of Public Instruction to work cooperatively to develop and maintain this integrated framework.

California Integrated Workforce Development Plan

RWPEDA mandated the joint development of the workplan for the development of the *California Integrated Workforce Development Plan.*

"The California Integrated Workforce Development Plan proposes a significant transformation from our current practice of providing social services, welfare-to-work, education, workforce preparation and job placement services into a comprehensive model which defines how each program can relate to each other to build a stronger system."[1]

California Community Colleges were given $2.2 billion to offer academic and vocational education at the lower-division level and seek to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce development.[2]

Workforce Investment Act (WIA).
The Workforce Investment Act (WIA), a federal program that has elements of both the *Regional Workforce Preparation and Economic Development Act (RWPEDA)* and the *California Integrated Workforce Development Plan*, was signed by the President in 1998. WIA is the latest in a series of laws that have provided federal support for workforce preparation and employment; it replaces the Job Training Partnership Act (JTPA) that was originally authorized in 1982. This bill became fully effective on July 1, 2000 and extends through 2003.

WIA differs from JTPA in the following ways:

1. It creates a State Workforce Investment board and local Boards instead of Private Industry Councils (PICs). The difference between the new boards and the PICs is that the boards will govern a consolidated pot of workforce preparation dollars including VTEA and some Proposition 98 dollars instead of the small amount of federal dollars formerly allocated for JTPA.
2. It focuses on a one-stop delivery system for state and local workforce investment boards;
3. Core services are available to all adults with no eligibility requirements, and intensive services for unemployed people who are unable to find jobs through core services alone;
4. It has training accounts through which adult customers can choose the training they feel best suits them; and
5. There are new accountability provisions to measure customer satisfaction of both participants and employers.

California Community College Economic Development Program (EDP)
In 1996, Assembly Member Polanco introduced legislation to establish a California Community Colleges Economic Development Program that was codified in Government Code. This is a categorically funded program that was scheduled to sunset on January 1, 2000. New legislation was introduced to repeal the program in the Government Code and enact and revise certain provisions of the program in the Education Code. This legislation defines the California Community College's role in economic development in the state. Currently the program is funded at approximately $45 million.

The Economic Development Program created a network of centers, regionally based consortia and industry-driven regional collaboratives. These are intended to develop and provide such things as: faculty mentorships and professional development; credit and non-credit programs and courses that contribute to work force skill development common to industry clusters and emerging occupations within a region; acquisition of equipment; as well as curriculum development, design and modification that contribute to work force skill development common to industry clusters within a region.

The Ed Net Advisory Board was established, and one faculty member was placed on that Board. However, there are some 22 other representatives on that board, including 10 CEOs. Economic Development funding has been let through the competitive grant process (RFAs), rather than through direct apportionment. Because of the funding structures and

"An occupational education subcommittee could give a local senate direction concerning workforce preparation issues."

[1] California Integrated Workforce Development Plan, prepared by Regional Workforce Preparation and Economic Development Act Joint Management Team, December 1998

[2] *Ibid*

"The statewide precedent for an occupational education committee as a standing committee of the senate can be adapted by local senates and function in much the same way."

the lack of integration with traditional college structures; these economic development initiatives often operate as separate silos, disconnected from the work of the regular educational programs. It is imperative that local academic senates become more aware and involved with economic development issues and activities, and that they work to ensure that these initiatives become linked to existing vocational programs and offerings at a given college. These initiatives should enrich and extend occupational programs, not exist in isolation from or competition with them. To do this effectively, local senates will need the expertise of the occupational faculty involved with particular programs and initiatives. All of these programs have implications for community colleges and specifically for faculty in the classroom. In the Academic Senate November 1995 document, "Workforce Development and Preparation Initiatives: Implications for the California Community Colleges", issues were raised concerning some of these initiatives. (Access this document through the Academic Senate website: www.academicsenate.cc.ca.us) Some of those issues raised in the paper are listed below:

A) Revenue loss: vocational classrooms could potentially lose revenues.

B) Authority and responsibility: the potential for altering the balance of the governance structure could result in lessening responsiveness of education to the local electorate.

C) Faculty expertise: the proposals were void of the recognition of the primacy of faculty over curriculum and academic matters.

D) The student/public: The Governor appointed board could have the authority over the workforce preparation and development programs.

Whether these concerns were realized or not, members of the Academic Senate Executive Committee reviewed the workforce proposals, researched the issues involved and wrote a document that was adopted by the plenary body at the Fall 95 session.. The paper defined the faculty perspective on these issues when workforce development legislation was being considered. Through the adoption of the "Workforce Development and Preparation Initiatives..." paper, the faculty senate was instrumental in adding to the discussion and eventually helping to deter the amalgamation of VTEA and Tech Prep funds into one WIA pot.

Why should a local senate have a vocational education subcommittee?

1. There are millions of dollars allocated for vocational education annually, i.e., ED>Net budget is currently $45 million VTEA, WIA, CalWORKs also distribute millions of dollars annually.
2. Through national, state and local policies, education is being redefined through occupational education.
3. Issues that have implications for the entire college will be introduced through occupational education legislation.
4. A subcommittee can bring issues of importance to the forefront of the senate agendas and educate faculty as a whole on these issues.
5. Occupational education is massive and separate deliberation on issues is imperative when such a large force is driving education.
6. The language used for defining educational policy such as outcomes, accountability measures, and performance based, is familiar to occupational faculty and they can provide a context and some warnings concerning those issues.
7. The development of a occupational subcommittee raises occupational education and workforce preparation to its appropriate position within the overall college community;
8. Such a committee can help to expand the involvement of occupational faculty in local academic senates, and provide important opportunities for leadership recruitment and development for occupational faculty. Increasing the numbers of occupational faculty who serve on local academic senates, as well as on the

Academic Senate for California Community Colleges will be critical in addressing and improving our educational efforts and responses to local, state and national developments.

9. Economic development has been added to the mission of the California community colleges, and local senates must develop more expertise in order to play an appropriate and central role in developing policies and practices in this new arena.

10. Students who receive education through state and federally funded occupational programs deserve the benefit of close scrutiny by faculty to resolve programmatic and legislative issues on a local level;

11. And finally, because some of the competitive grant dollars available through the economic development program will be targeted in new ways, beginning this year. There will be a new focus upon urban and rural economically distressed areas and upon colleges that have not previously been successful in the competitive grant process.

As Victoria Morrow, Vice Chancellor of Educational Services and Economic Development, put it, "The timing is perfect for colleges which have not accessed these sorts of grant funds to give them a try. The Chancellor's Office will be providing bidder's workshops and technical assistance for new applicants who are interested."

The Academic Senate provides a model for how faculty can significantly shape educational policies and priorities. The statewide precedent for an occupational education committee as a standing committee of the senate can be adapted by local senates and function in much the same way. Occupational education must be taken seriously at the local level; a majority of our students come to us seeking occupational education. Local senates must create structures that will allow them to address occupational training and education issues and policies in an informed, strategic and effective manner. A standing committee of the local senate is a key element in making that possible. ▲

Defining Education

Continued from p. 3

from Oregon at a conference on performance-based funding, sponsored by the Education Commission of the States and held in San Francisco in the fall of 1999. "We have abandoned performance-based funding based on quantitative outcomes," the legislator said, "because we have found that the kinds of things you can measure are completely irrelevant to a quality education." This is a lesson that has not yet been learned in California.

Similarly, an inordinate focus on one aspect of education, for example casting vocational education too narrowly as training, can produce workers who in the short term will help actualize the potential of industry, but will not be prepared to actualize their own potential. While we are concerned with the building of skills, and specific occupational training, our view is to the long-term development of students, the creation of career ladders across the economic and educational institutions that give them the best hope of having choices, making contributions, and having fulfilling lives. We need not only to help our students access jobs, but also to prepare them for careers. In every interaction with our students, we should be thinking of the broad span of their lives.

To do otherwise is to run the danger of allowing in the community colleges a socio-economic tracking system designed to create and sustain a permanent underclass. We insist that the community colleges be gateways to the fulfillment of people's quest for whole and fulfilling lives.

We need to address the longitudinal development of students. The community colleges are the institutions best designed to address this. Unfortunately, low level entry jobs are created in our society much more rapidly than high paying careers with a future. The community colleges have economic development as part of the mission; we have shown that we are a part of the real engine of the state's economy. But this aspect of our mission needs to be matched ▶

by a commitment to create viable, sustainable communities. The community colleges are an essential institution of stability in any community; and it is a reciprocal responsibility of industry to serve education as well as for community colleges to serve business and industry.

It is within this larger context that we would place a discussion of testing and assessment. As the Committee's materials note, the "assessment of learning is an imperfect science, one that has not yet evolved into measures that are commonly understood and easily transferable to different types of institutions." As you note, assessment and accountability are not the same thing. Efforts to improve one need not come at the expense of the other.

We must, of course, measure the right things. For example, an exclusive focus on testing purely academic rather than applied skills can unfairly disadvantage vocational students, as is apparent in the current K-12 testing controversies. Much more attention needs to be paid to what are authentic and valid measures of a sound education.

We would argue that everything that matters within an institution should not be viewed through the lens of how it contributes to student performance on a test, or any other single criterion.

We view with increasing alarm the equation of testing with excellence—it is a threshold perhaps, but not excellence. Excellence occurs when one goes above and beyond, when we encourage students to achieve, to pull for the best in themselves.

We are similarly concerned about the push for standardized testing across all segments of education. The community colleges have long been committed to the use of multiple measures in testing of our students. We believe multiple measures are an essential component of assessment, whether of students or of institutions.

We believe that no one measure should determine a person's fate. At the community colleges we use a diverse battery of procedures and methods for gathering information about students. The measures we use are both subjective and objective. And the tests we use must be locally validated against our curriculum. We require that the measures, taken together, are fair and sensitive to cultural and language differences. The measures should be used as advisory tools to assist students in selecting educational options, not to exclude them from opportunities or further education. Our approach to testing is for placement purposes, not sorting for exclusion.

Attention to outcomes measures in education is a welcome and important addition, but while it might help reduce budgets, by itself it is not enough to ensure quality. Outcomes are indicators, yes, but only partial ones. In fact, in isolation, emphasis on outcomes can drive institutions, administrators and faculty to pursue quantity over quality, to play numbers games, and reduce overall rigor, balance and quality in order to shine on selected measures. And, the Academic Senate is concerned that without a corresponding concern for rigor, standards and sound educational practices and processes, our Partnership for Excellence program will become a partnership for mediocrity.

A sound approach must include encouragement of learning outcomes assessment but also pay attention to all of the base line standards of quality and integrity.

Similarly, the evaluation of institutions (be they K-12 or higher education) should avoid singular measures. As Wellman notes, "One strength of accreditation historically is that it has avoided one dimensional measures of quality, instead. . . [institutions must] demonstrate performance in a variety of areas, including curriculum, faculty, finances, governance and student services. Academic freedom, institutional commitment to the public interest, and other important aspects evaluated through the governance standard should not be sidestepped. " (J. Wellman, *Chronicle of Higher Education*, Sep 22, 2000)

Establishing and explaining the standards that apply for degrees and certificates, ensuring integrity in governance, including

governing boards are doing the jobs they should be doing and whether the principles of academic freedom are respected in public or private institutions—these are all measures of quality. Fiscal accountability must also be front and center; and it must be monitored directly, not only through the circuitous route of test scores or graduation rates.

The Academic Senate believes a quality education is one that affords both depth and breadth. The liberal arts are critical to student development. We believe general education is even more important now, as it promotes the very qualities required in our ever complex and changing society. These qualities, in fact, are what employers want, and beyond that, are the keys to full and rewarding lives.

In your briefing paper you posit tolerance as a key measure of diversity. Tolerance is a start, but it's not nearly enough. To be excellent, education must actively embrace and develop deep cultural understandings. A commitment to diversity and the cultivation of such understandings must be both an explicit part of curriculum, and an implicit element of instructional and institutional design, from the educational materials to the achievements of the students, from the composition of the faculty and staff to the opportunity structure itself.

Equity must be a central value. And equity of outcomes is key. When assessing outcomes, care must be taken to bring all students up to comparable levels of achievement. The Academic Senate has a deep concern that student equity dropped out of Partnership for Excellence, so that there is an emphasis on increasing outputs, but no requirement that the outcomes are spread across all populations. This should be corrected by requiring attention to equity in achievement by demographic group in the setting of goals and reporting of progress.

Equity of inputs is also essential; it is incumbent upon the state to provide all with equitable opportunity structures. Community college students deserve the same investment in their education as those at CSU and UC. Their intrinsic worth is the same; the state should value them in equal measure. We urge the Commission to bring community colleges up to similar undergraduate funding levels as UC and CSU. There is a nearly 3 to 1 ratio of undergraduate funding per FTES between UC and the community colleges. Asking us to do more with less won't work, and it is fundamentally unfair.

Equity of access must be maintained; this means building viable institutions with the capacity to serve growing number of students. We must work to keep the doors open, and the lights on. The opportunity to progress to successive stages of education hinges upon having sufficient classes and programs open to students in the community colleges. It also will require investment in student services infrastructure, counseling, advising, financial aid and other support structures. For students to succeed, they need encouragement, and mentoring; teaching and learning are relational activities. A quality education is about the nourishing of dreams along with the requisite skills and tools.

A quality education pays attention to the affective as well as the cognitive aspects of learning. The confidence that comes with achievement must be nurtured and translated into a sense of entitlement and empowerment, of personal agency.

We must take a broad notion of the critical capacities of our students. Our students need frameworks of thought, to be able to organize and use information, not just memorize it. They must learn how to ask questions effectively, formulate hypotheses, evaluate evidence, and derive conclusions. They must be able to apply these within specific disciplines and vocational contexts. Students must learn how to approach and deal with ambiguity. Education is about the development of habits of mind as well as heart, the integration of experience and insight, the cultivation of resilience.

While many think our system is too complex, we believe our strength lies in the multiple paths to achievement afforded by the community colleges. These colleges are for re-entry

"While many think our system is too complex, we believe our strength lies in the multiple paths to achievement afforded by the community colleges."

"Connection is what our students need: to each other, to teachers, to the historical dramas of humanity across varied disciplines and cultures."

students, as well as for recent high school graduates; for those who never completed high school as well as for those with higher degrees returning for further study.

We would urge you caution regarding the increasing pressures to standardize, be it in curriculum or testing. We recognize these come from good intentions: the need to ease articulation and movement of students across our systems. We share these concerns. Together, the Academic Senates of the three systems are engaged in many efforts to address the need for smooth student transition, most notably the IMPAC project designed to determine the discipline competencies for pretransfer major preparation, and another project to determine the expected competencies for entering freshman in writing and reading across all disciplines.

But we would urge you to remember that this must be balanced with concern for the local and particular needs of communities of learners.

Courses are not interchangeable parts, to be further reduced to modules that can be put on disk. The relationship between the courses is the tissue that holds the curriculum together.

The creation of the curriculum is an essential, and collective, expression of a college community. It is troublesome to us that increasing pressures toward homogenization and standardization are not balanced by a corresponding understanding of the need for teaching and learning materials and strategies well matched to the given students and communities. Or recognition of the need for constant revision, creativity and innovation in a world of accelerating change. A strength of the community colleges has been its ability, relative to other segments of education, to be responsive to the particular students and communities served. Tailoring our curriculum, along with experimenting in occupational and

Joint Committee to Develop a Master Plan for Education — Kindergarten through University

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workforce development have been among our hallmarks.

As Norton Grubb points out, the push to standardize curriculum and requirements at the state level is pursued to help students in their transition from one institution to another, but it can undermine the efforts of any one college to create integrated contexts in which students can learn.

This is particularly troublesome given the nature of our student body. Given the demands of family and work, it is difficult for our students to sustain connection to the college community. Increasing numbers of them are drifting from institution to institution, part time students all too often taught by part-time faculty. (Grubb, *Honored but Invisible: An Inside Look at Community College Teaching*, 352-55)

Their lives stymie efforts to create coherent educational experiences; they come from communities often overwhelmed and stressed by the rapid social changes emanating from the new economy.

"These disintegrative and centrifugal forces are outside the control of the community colleges, but institutional practices that support good teaching and effective educational programs can help." (Grubb, 352-55)

Connection is what our students need: to each other, to teachers, to the historical dramas of humanity across varied disciplines and cultures. Connection to the cumulative set of skills and techniques in and about the material and intellectual worlds. Connection ultimately to oneself and one's place in the world. Well-designed educational experiences heighten the opportunities for students to make such connections.

Considerable evidence is mounting that interdisciplinary and integrated models of education hold the best promise for helping students make these connections, but these by definition are locally developed. The key lies in articulating the emergent competencies and requirements across systems, not in reducing the variation of approach and delivery within each.

Both Alexander Astin and Vincent Tinto have argued that beyond the demographic variables associated with student success, the most powerful predictor of student retention is contact and interaction with faculty members. When students interact with teachers—inside and outside of the classroom, the library, the counseling office—they gain a sense of each other and of themselves. The more involved students are as tutors, student representatives, or in other organized groups and events, the more likely they are to persist toward their goals, and make it to the next stage of achievement. As Astin has shown, the *engaged* learner is the most successful.

Several speakers today have stressed that we must pay attention to the whole learning environment. A quality education is one that invests in the educational community—the entire support structure necessary to uphold the curriculum and instructional process. This must include investment in faculty: full time, well qualified, and with ongoing professional development opportunities. It also means investment and support for students' full lives; increasingly this will need to include consideration of housing, access to computer technology and childcare for adult learners.

The conditions of quality education are far more sweeping than has been explored in the briefing paper. They must include institutional climates of open inquiry, mutual respect and the expectation and appreciation of professional and personal excellence.

It is time to match the rhetoric with real commitment to reforms that support teaching and institutional practices that improve the quality of teaching. We would agree with Grubb that "effective developmental programs are the only way to achieve high standards in open access institutions. These probably entail replacing ineffective skills and drills with more social and collective conceptions, including learning communities, and other resource intensive investments." And, these require more, not less, faculty, and more, not less connection to teachers. (Grubb)

Responsive curriculum, interdisciplinary approaches, learning communities and service

"The community colleges are the infrastructure of democracy. But we have been buffeted and compromised. The dream is alive but tattered, our institutions threadbare."

"The genius of the California community colleges has been the comprehensive mission—where the boundaries between occupational and academic education are permeable, where students can dream beyond expectation, where upward mobility is a daily interaction."

sustained without investment for blocked classes, team teaching and smaller class sizes. Professional development that is centered on improvement of instruction and faculty driven is needed at all our colleges. Mentoring of new full- and part-time faculty is also essential. Sustained programs of faculty development, and investment of resources into teaching and learning centers have proven efficacious in improving student outcomes. But faculty also need time and opportunity to engage in these activities. The provision of resources to support faculty in this work is essential. The current teaching loads and class sizes in California community colleges make this very difficult. Faculty teach five classes (or 15 units) per semester, compared the national workload average of four classes (or 12 units); and we have on average 10 more students per class than the national average.

We have witnessed a decade of recession, and extremely conservative ideologies regarding taxation and public expenditures. Of stingy policies and attempts to starve public education. Of rationalizations for the growing divide between rich and poor.

Just as the most diverse set of students in the history of the nation comes through our halls, we have encountered notions that they must perform, cannot take too long, must prove their worthiness, or even, as one recent report put it, are "drains on the public resources." But we would argue they are our resources.

We must continue to stress the **community** component of community colleges. It has long been part of our uniqueness—that we are community based. In our colleges you'll find the vibrancy of hope in the intersection of cultures and the cauldrons of social mobility that have made us great as institutions.

But a central component has been neglected too often: protecting the space for democratic dialogue, the climate of inquiry and safety for controversial ideas. We must not shed our responsibility to provide the great service of cultural openness and intellectual discourse to communities increasingly without other venues for critical agency and voice.

The traditions of academic freedom and inquiry are more than traditions: they are the central gift of a free society. These must be kept alive, nurtured, fiercely protected not just in the star-studded halls of elite universities, but as the birthright of broad masses of people. That is our job and it is a noble one.

The community colleges are the infrastructure of democracy. But we have been buffeted and compromised. The dream is alive but tattered, our institutions threadbare.

The genius of the California community colleges has been the **comprehensive mission**—where the boundaries between occupational and academic education are permeable, where students can dream beyond expectation, where upward mobility is a daily interaction. These dreams must continue to be translated into real opportunity, and that is only possible when all students, not just a few, are given full and rounded educational exposures, that foster the ability to adapt to changing economic circumstances, not only narrow skill sets that will be outmoded at an ever accelerating rate.

The Academic Senate for California Community Colleges commends the Master Plan Committee for its commitment to address the educational needs of the whole state, from earliest experiences to lifelong learning. We urge you to push for the best, for all, and never to settle for less for the broad numbers of our people.

The community colleges stand at the intersection of the future of this state. We are in your hands.

These are precious institutions that took generations a century to build. In communities that are under stress, they can be the nexus of reconnection and renewal, and they are worth pitched battles to defend. About them we must be fiercely maternal.

Our job is to protect and to improve them. We cannot tolerate their further degradation. Our job is to strengthen and enlarge them, and in doing so to enlarge all of our humanity. ▲

Alternative Calendars: An Update

by Kate Clark and Elton Hall, Educational Policies Committee

Quarter system? Condensed calendars for a twelve-week semester? A fifteen week semester? The Fall Plenary session of the Academic Senate for the California Community Colleges offered a chance for faculty considering such changes to review the implementation efforts of colleges who have already moved to an alternative calendar. This article reports on the participants' observations as part of the larger, ongoing discussion that must take place during local senate deliberations.

De Anza College is unusual among California community colleges in that it instituted a quarter system 30 years ago. The shift from a standard semester system to the quarter approach immediately resulted in a large increase in enrollment. De Anza enjoys the advantage of beginning its academic year about a month later than surrounding institutions, drawing students who, for whatever reasons, found it difficult or impossible to enroll in classes beginning earlier. De Anza's quarter system provides exceptional scheduling flexibility as fall enrollment patterns can be used to adjust the spring quarter class schedule: the intervening winter quarter permits the use of fall enrollments to determine and modify as necessary the spring schedule.

Santa Monica City College has had an alternative semester in place for a decade. Their studies of retention rates and grade point averages indicate that both have risen modestly under this system. Three colleges of the Los Angeles Community College District (Pierce, Southwest and Los Angeles Valley) have just launched 15-week calendars this fall; other colleges in the district are taking additional time to plan and prepare their own calendar modifications, since both the enabling regulations and district policy do not require that all colleges in a multi-college district adopt the same academic calendar.

Changing the starting and ending dates for an academic calendar also necessitates considerations beyond purely academic ones. Panel participants identified several groups of concerns: integrity of the academic program, contractual issues, institutional support and infrastructure, and most importantly, student needs. Given the complexity of these issues, participants cautioned that colleges attempting to initiate an alternative calendar should adopt a time frame of about two years in which to prepare for and implement the change. Such lead time is necessary to build college consensus while examining genuine concerns of faculty and staff, to identify the preferred calendar formation, to negotiate new calendars and working conditions, to plan implementation phases and prepare the infrastructure needed to support a calendar with less "down time."

Academic Integrity

Dr. Barrie Logan, President of Los Angeles Pierce College's academic senate, stressed that calendar reform should not simply be an accounting gimmick to generate greater apportionment funding. Some faculty across the state refer to a "greed factor" that seems partially to be driving administrative interest in shorter semesters, especially in light of ongoing inadequate funding; they feel that faculty are being dragged in the direction of shorter calendars, regardless of their concerns or the academic merits of those calendars. During discussions about the feasibility of calendar reform, faculty must raise such questions and must ensure that changes in calendar offer improved academic offerings to

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students and provide a coherent program that will genuinely serve their educational pursuits.

Pierce's six-week winter intersession is currently as popular as its six-week summer session. Not every class, however, is appropriate for these sessions. For example, science faculty suggest that their classes with labs are not suited for abbreviated sessions; such classes are best accommodated during the regular session. Yet, most colleges offering summer sessions have long since identified such exceptions and have sufficient evidence to plan for offerings during the new intersessions.

"Changing the starting and ending dates for an academic calendar also necessitates considerations beyond purely academic ones."

Instructional improvement appears to be a distinct advantage of making any calendar change. Participants agreed that calendar changes demand some rethinking of courses and modes of educational delivery. Alternative calendar discussions can break old habits of thinking and old ways of conducting classroom instruction.

Contractual Issues

Changes in the calendar require changes in the working conditions-and perhaps wages and benefits-of faculty and staff. As a result, a number of issues likely will need to be negotiated prior to implementing any significant calendar change. For example, while STRS now recognizes non-regular sessions (e.g., intersessions and summer sessions) for purposes of retirement contributions, some district contracts do not presently allow for teaching during these sessions to count toward annual load.

If implemented correctly, changes in the calendar should have no impact on part-time instructors as they may still teach the same number of hours for the same compensation. In fact, variable calendars may permit part-time faculty to teach at other institutions beyond what is presently feasible. The concern, however, has to be that part-time faculty and other faculty groups are neither exploited nor further segregated from the larger contingent of full-time academic faculty.

Contractual issues are most likely to arise for library and counseling faculty. Year-round sessions demand year-round student access to counseling and library services. Accommodating those demands within existing contracts may be impossible or will require exceptionally creative scheduling.

Other significant contractual matters arise for classified staff whose professional and pragmatic support is essential for any calendar changes. Staff in admissions and records, facilities maintenance, publications, and computer technology appear to be heavily impacted by changes that create new demands with reduced time in which to address them.

Local academic senates should work closely with their exclusive bargaining agents in assuring that both the contractual and academic aspects of these issues are addressed in a coherent fashion. Unions and academic senates can work together to assure that contractual arrangements are predicated upon and support sound educational practices.

Institutional Support and Infrastructure

One drawback of a year-round system is that the college is "always starting," and that means that registration is virtually continuous, placing enormous demands on related services. In addition to library and counseling services just mentioned, staff in matriculation, registration, financial aid, and student activities are taxed to assimilate these new enrollees. While online services offer some apparent relief, students continue to require individual, face-to-face services.

Colleges, particularly those with space limitations, will need the cooperation of all academic programs that must share reduced facilities. While alternative calendars will permit a college to offer more courses over the course of a year, in any given session, fewer courses will probably be offered than in an 18-week configuration; this occurs when longer class sessions reduce the number of available hours any classroom is available during the day.

Schedules for routine repairs or replacements need to be considered for classrooms or equipment now in use year-round. Even something as simple as geographical climate for colleges relying heavily on heating or air-conditioning may bear on their fiscal or capital planning.

Earlier publications by the Academic Senate, including Alternative Calendars: Recommendations and a Progress Report [Fall 2000], address additional areas requiring institutional support. This publication is available on the Academic Senate's website.

Student Needs

In any shortened semester, the law requires that the "teaching time," the total time teachers spend with students, remains uniform regardless of the configuration of the classroom delivery. Thus, students do not "lose" time under a compressed calendar; they simply complete the same work within a shortened timeframe and perhaps under modified modes of delivery.

Some faculty have raised concerns, however, about the processing time students need for some subjects, particularly remedial courses. These faculty argue that the longer calendar already permits a college to offer shorter sessions within that framework while protecting longer semesters for students who need additional time. For example, Los Angeles Harbor interweaves 14-week classes within the standard calendar, Moorpark inserts 12-week classes, and many colleges offer 8-week classes. In all cases, the shortened classes meet for longer periods of time at each meeting so that the faculty/student contact time remains the same as in the classes scheduled for a full term. Often, the 12- or 14-week classes are late-starting classes that capture students unable to enroll in the longer, traditional term in August or January, or students who seek a fresh start after an unsuccessful beginning in the full-term section. In both instances, students are served who might otherwise have to wait to enroll for a subsequent semester.

Other faculty remind us that remediation has been fully integrated into the programs of colleges with alternative calendars with no apparent adverse impact. In fact, De Anza's comparison of the quarter system with the semester systems produced a number of findings. Students who have had the opportunity to experience both systems seem to prefer the quarter system. This preference seems to come in part from the students' ability in a quarter system to rectify in the third quarter anything that went wrong in the previous quarters, thereby remaining on track for completion or graduation.

Santa Monica has found that students-including all groups of students-do better overall in shorter term classes and perform at the same level in a second course in a sequenced series of courses. One possible explanation for this discernable improvement is that students are less likely to experience outside interferences that disrupt their courses of study, simply because the classes occur within a shorter period of time. [For more information about this initial study, see the appendices to the Academic Senate publication noted above.]

Obviously, student learning must remain faculty's primary concern in making a determination about the academic calendar. Yet other advantages emerge: retention in intersessions remains high, teaching innovations multiply. Further, compressed schedules of any length, particularly of quarter system, require students' presence on campus for longer periods each day and thus may encourage greater student awareness of campus activities, contributing to a more lively and rewarding campus life and atmosphere.

On the other hand, the lengthened class times per day associated with compressed calendar approaches may have a negative impact on some working students juggling academic and work schedules. Meeting this dilemma requires creative, strategic scheduling of general education classes. Availability of local childcare may also be an issue for some students as alternative calendars may affect the dates and hours that childcare is needed.

Regardless of the calendar adopted by a college, alternative or other, the decision calls

"Regardless of the calendar adopted by a college, alternative or other, the decision calls for further faculty research to identify, confirm, or rebut assertions about that calendar plan and the benefits to students, to their teaching, to retention or college enrollments."

for further faculty research to identify, confirm, or rebut assertions about that calendar plan and the benefits to students, to their teaching, to retention or college enrollments. Such comparative research might easily be done on an inter- or intra-district basis, pairing colleges whose demographics and curricular offerings are similar. The Educational Policies Committee of the Academic Senate for California Community Colleges is eager to know how your faculty contends with these challenges over the next few years, for these are important discussions and decisions, calling upon faculty vigilance and inviting faculty enthusiasm. ▲

Hoke Simpson

Master Plan

Master Plan

Continued from p. 1

line of defense for the University of California as an institution of academic renown."[1] Although it is doubtful that he intended it that way, this is certainly an elitist comment, and suggests that the master planners saw themselves as creating not a tripartite postsecondary system of equal partners, but an educational hierarchy. That this perspective has in fact prevailed is evident in the disparate funding of the three segments.[2]

In 1971 a joint committee of the Legislature was formed to review the Master Plan. Out of the committee's report, issued in 1973, came recommendations and subsequent implementing legislation that, among other things, created student diversity goals aimed at aligning the student community with the demographics of the state; created the California Postsecondary Education Commission to foster coordination among the three segments; and led to faculty and student representation on the governing boards of the segments. While the report essentially reaffirmed many of the tenets of the original Master Plan, it rejected the notion that a single master plan was adequate for current, rapidly changing conditions. The principal function to be performed by the California Postsecondary Education Commission was to be that of ongoing long range planning, a function which was subsequently not fully authorized or funded.

The 1960 Master Plan had diverted 50,000 students from UC and CSU to the community colleges when it set their quotas at one-eighth and one-third of high school graduates respectively. The 1973 report recognized that the community colleges had never been compensated for taking on these additional enrollments, and recommended that their percentage of state funding be raised to 45%. (As these were the days prior to the passage of Proposition 13, the community colleges derived the majority of their funding from local property taxes.) The committee's analysis of the original Master Plan revealed, it said, a number of implicit assumptions, among them the view that "the 'best' students should have the greatest range of educational options and should receive the 'best' education (in terms of dollars spent per student and prestige of the institution)."[3] The committee was critical of this assumption, and went on to state, "In the past, high status has too readily and simply been accorded the institutions which admitted only the 'best qualified' learners. Perhaps in the future, the quality of education will be measured instead in terms of 'value added.' This would emphasize the process of education and take into account what happens to the student between entrance and graduation."[4] Clearly, such a "value added" approach would place the community colleges at the qualitative front of the postsecondary pack. Unfortunately, this conclusion was not to be explicitly drawn for another fifteen years, and has yet to make its way into fiscal policy.

[1] Clark Kerr, "Higher Education: Paradise Lost?" *Higher Education* 7 (Aug. 1978), 267.

[2] In 1999, the funding per FTES was approximately: Community Colleges $4,000; California State University $10,000; and University of California $15,000.

[3] "Report of the Joint Committee on the Master Plan for Higher Education." September, 1973, p. 34.

[4] *Ibid.*, p. 35.

Getting It Right

In the 1980s, both a citizen's commission and a joint committee of the Legislature were established to undertake a review of the Master Plan. The commission issued two reports: the first, issued in 1986 and focused exclusively on the community colleges, was titled "The Challenge of Change: A Reassessment of the California Community College." This report subsequently formed the basis of much of AB 1725. The second report covered all three segments and was advisory to the work of the legislative joint committee.

The Joint Committee for the Review of the Master Plan was chaired by then Assembly member John Vasconcellos, and in 1989 published its report, "California Faces...California's Future: Education for Citizenship in a Multicultural Democracy." This document is extraordinary in the loftiness of its prose, in the clarity of its vision, and in its sensitivity to the educational aspirations of California's citizens, especially those who are disadvantaged and "at risk." At its heart is a focus on the remarkable racial and ethnic diversity of Californians and a commitment to achieving true equality of educational opportunity for all of the state's citizens.

Especially heartening for faculty is the report's clear grasp of, and respect for, what faculty do as professionals. This passage is typical: "Educational 'quality' means that men and women have grown and prospered—intellectually, morally, spiritually. Every teacher who loves the craft of teaching knows that success is elusive, living in the delicate balance between achievements we can measure and those we cannot. And every good teacher is ceaselessly self-critical, constantly searching for ways of bringing learning more alive." This, in fact, is the opening paragraph of a section on "Assessment, Accountability, and Incentive Funding."[5] In the current political climate, the passage is unusual, both in its recognition that teaching is a qualitative enterprise, and that good teaching is not a product of external incentives.

Most important for our current purpose is the report's recognition of the third-class status and concomitant under-funding accorded the community colleges. The following passages are long, but worth quoting in their entirety, both for their near-perfect statement of our situation as well as for their grasp of why the situation is wrong and how it should be resolved.

> At present there is a perception of hierarchy between the missions of the three public systems. We regard this notion of hierarchy to be misleading and wrong. Each "segment" plays a vital role in California's future, and we must afford equal honor to each....
>
> It should be axiomatic that our California Community Colleges are central to the success of California's entire educational effort, and to the future economic and social well-being of California. With hundreds of thousands of Californians enrolled in community college transfer courses, hundreds of thousands in vocational courses, and tens of thousands more in language and skill courses, the community colleges are an integral and indispensable part of California's economic and social infrastructure. Sadly, this truth is often honored more in the breach than by strong support. There is a bad irony here: the community colleges reach the students with the least privilege, and the state provides them the least resources with which to do their essential work.
>
> The California Community Colleges are the gateway to equity, providing access to top quality lower-division transfer and vocational education. Their role as academic institutions of the highest quality makes them the centerpiece of California's elaborate system of higher education. And, if we honestly look at the broad needs of our state for a literate and trained population, for job skills retraining, English language instruction, remediation, and for open access to academic and vocational work, our California Community Colleges deserve to be fully equal partners in both status and support....[6]

"Each revision reawakens the hope that the promise of the original Plan will finally be actualized: a tuition-free quality college education for every citizen of the state who might benefit from it."

[5] Joint Committee for the Review of the Master Plan for Higher Education, "California Faces...California's Future: Education for Citizenship in a Multicultural Democracy." 1989, p. 124.

[6] *Ibid.*, p. 9.

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"The substance of equity is the guarantee of opportunity and the provision of programs which facilitate the success of a diverse body of students."

The substance of equity is the guarantee of opportunity and the provision of programs which facilitate the success of a diverse body of students. That is, California's educational system is truly equitable only if it offers a fair and plausible chance to persons of promise **wherever** in the system they find themselves. Differences between the quality of the opportunities afforded persons in different institutions are minimized in an equitable system. This was what was envisaged in the original Master Plan, with the idea that California's Community Colleges would offer lower division instruction equal in quality to that offered by the "senior" systems.

This notion of equal chances afforded students in different segments is only real if there are adequate faculty and staff supports and facilities, programs and curricula throughout the entire system. We must acknowledge that the provision of these elements of quality education is now unequally distributed, that the three public systems offer very different levels of support for very different students. Put bluntly, California expends—per capita—the most money on those students who are the most privileged.

We might rationalize the differentials in functional terms if it were simply a question of the provision of research facilities for students in the research university. But the differences go far beyond such "functional" differentials. In the areas of student services and counseling, where the most needy students are in community colleges, the state has not provided funds at all equal to those spent in the other systems. In other student support services and academic support facilities (libraries, audiovisual aids, etc.), the community colleges lag far behind the senior systems. In 1984-85, the California Community Colleges received $262 per ADA "student" for student services, while the California State University and the University of California received, respectively, $755 and $982.[7]

The long-term effects of such topsy-turvy differentials in state support are necessarily bad for our state; they continue to widen, rather than narrow, the gap between persons who are advantaged and those who are not. California must reverse the spending gap in a variety of areas if we are to be serious about providing opportunity for the widest number of our students. The Master Plan Commission acknowledged the importance of providing equally for the different systems when it called for studies which would recommend ways to eliminate differences in funding formulas that are not justified by differences in role and mission, and maintain an equitable allocation of state support between the three segments. (MPC Rec. #27, p. 42.)

The implications of this recommendation are profound, for it means that the state must justify differentials on the basis of the instructional mission of the segments. And on this basis, adequately meeting the need among students for counseling and tutoring, transfer information and career advice, would entail making equitable the current system in which the richer institutions are systematically provided the most resources. The issue is, obviously, not resolved by taking needed resources from the universities, but through increasing the funding of community college programs to equitable levels.

> Equity begins, then, with the state's commitment to make opportunity a reality, by insuring the provision of adequate resources for all three systems of public education.[8]

This is followed by a recommendation from the Joint Committee that CPEC implement a study to "analyze the effect of the differential provision of educational resources between the three systems of higher education, paying particular attention to the effect of such differentials on the opportunities afforded students for access, achievement, and success."[9]

Many of the Joint Committee's recommendations were implemented through subsequent

[7] Notice that the ratios of the allocations for student services are almost identical to those cited earlier for 1999 funding per FTES to each of the three segments. [HS]

[8] Joint Committee for the Review of the Master Plan for Higher Education, *op. cit.*, pp. 62-63.

[9] *Ibid.*, p. 63.

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legislation; it is clear that their call for the equitable provision of adequate fiscal resources was not.

Getting It Wrong

As noted earlier, the vision of the remarkable document just cited was eclipsed by the economic recession of the early nineteen nineties. It has been replaced by an insistence that institutions of higher education "do more with less," by calls for greater "accountability," by a demand for greater "efficiency" and "productivity," and by the view that our institutions need to "reinvent" themselves using a corporate model. The visionaries have been replaced by the bean counters.

This attitude has surfaced in a series of documents published since the early nineties. An early example is a draft report from the Assembly Committee on Higher Education entitled, "Master Plan for Higher Education in Focus."[10] The consultant who prepared the report was Christopher Cabaldon, who is currently a Vice Chancellor of the California Community Colleges.

Cabaldon says that his intent is to focus on the Master Plan in the light of the new context of fiscal austerity. "The present state of access and quality," Cabaldon writes, "has drifted so far from the Master Plan's objectives and values that California could hardly have done greater harm had it set out to do so."[11] However, the "providers" of education are part of the problem, not the solution, because, for them, "quality is defined in terms of specific, predetermined, immutable inputs (e.g. funding, salaries, library volumes, and faculty/student ratios) and perceived prestige rather than in defined outcomes for students and the broader society."[12] Notice the shift from the "California Faces" document, which began with the premise that assessment and accountability would have to be measured qualitatively as well as quantitatively. In Cabaldon's brave new world, only counting counts. And how foolish of faculty to suppose that a quality education depends in any measure on adequate salaries, libraries, and—God forbid!—a hard-earned reputation for excellence.

The solution, says Cabaldon, is a "new covenant" in which "our colleges and universities...share in the cost containment and bureaucratic downsizing that most large corporations began implementing in the late 1980's....We must reinvent our higher education system...and the people of California [must] reinvest the will and the funding for a new higher education system."[13]

This is astounding logic: the funding system is broken, so we must fix the educational system. Is the educational system broken? No one has said that it is, yet this is the underlying premise of Cabaldon's work. The unspoken—and patently mistaken—assumption is that we are not getting the funds because we're not doing a good job. When money is tight, education is an easy target. Perhaps this is a reflection of our cultural ambivalence toward intellectual work. Regardless, there is no evidence to support Cabaldon's implicit notion that funding was a direct reflection of educational quality.

Cabaldon maintains that "California higher education...must do better with less."[14] Unconcerned with the inequitable distribution of resources, he sees this instead as the occasion for heightened efficiency and productivity. "The state," he writes, "can provide lower division education to 150 students at community colleges for the same investment required to educate 100 students at one of the public universities,"[15] so students should be systematically "redirected" from UC and CSU to the CCs. Forget questions of equity and the promise of equal quality in all the segments. Cabaldon is willing to trade quality for efficiency and productivity at every turn. We should consider, he says, "a more focused baccalaureate degree using a three-year, rather than a four-year framework."[16] And

[10] Assembly Committee on Higher Education, "Master Plan for Higher Education in Focus." April, 1993.

[11] *Ibid.*, p. 3.

[12] *Ibid.*, p. 3.

[13] *Ibid.*, p. 5.

[14] *Ibid.*, p. 34.

[15] *Ibid.*, p. 6.

[16] *Ibid.*, p. 17.

further, "While we do not support a wholesale shift of courses to lecture format with several hundred students in each class, we urge CSU and the community colleges to include in their multiyear capital outlay plans the construction of large lecture halls."[17]

Whereas the earlier Master Plan review exhibits compassion for those students struggling to get an education in the face of Herculean obstacles, and who are frequently forced to drop out of their classes, the Cabaldon document exhibits only impatience. "...[T]he high attrition rate doubles the cost of producing [!] each college graduate, limiting the resources available to provide educational opportunity to more [deserving] Californians."[18]

This insensitivity to the plight of millions of community college students and the public mission of the community colleges is compounded in a more recent report by the Little Hoover Commission, "Open Doors and Open Minds: Improving Access and Quality in California's Community Colleges," published in April, 2000. The Hoover Commission's report combines a passion for productivity with a strident elitism. For students who drop out and re-enter, or who take courses outside of their "educational plans," the Hoover Commission recommends penalizing them with higher fees.[19] It recommends restructuring community college curricula around the specific skill sets needed by local industries, giving no attention to whether this would actually benefit students, but focusing only on the obvious benefits to industry, and hence to the state's economy.[20] The Commission holds up National University and a similar private school in Colorado as models the community colleges would do well to emulate when structuring their calendars and their course offerings.[21] Finally, the Commission notes that "Community college representatives frequently criticize the disparity in per-student funding between the community colleges, UC and CSU," and it provides a table showing the disparity.[22] The Commission remains silent on the unequal distribution of resources, however, and criticizes the funding system on the ground that it is not tied to performance outcomes and thus provides no financial incentives for the community colleges to provide a quality product.

It is clear that the Little Hoover Commission does not see community college students as deserving of the same level of opportunity as their four-year counterparts, but rather as potential members of a non-mobile workforce, serving the entry-level needs of local industry, and facing a future that has been systematically diminished by a delimited education. Whereas the "California Faces" document emphasized the key role of education in realizing the full human potential of every student, the Little Hoover Commission focuses on using community college students to realize the economic potential of local industries. This is a significant difference of perspective.

The Little Hoover report appears to have had a significant impact on the current efforts of the Joint Committee to Develop a Master Plan for Education—Kindergarten through University. Senator Dede Alpert is chair of the Joint Committee, and a list of questions sent from the Joint Committee over Senator Alpert's signature, requesting input from the Academic Senate and other community college faculty organizations, was strongly redolent of the Hoover Commission's criticisms of the community colleges. Furthermore, the work to date of the Joint Committee staff has exhibited the

[17] *Ibid.*, p.32.

[18] *Ibid.*, p. 13.

[19] Little Hoover Commission, "Open Doors and Open Minds: Improving Access and Quality in California's Community Colleges. March, 2000, pp. 49-51, 57, 67.

[20] *Ibid.*, pp. xii-xiv, 1, 54-58, 76.

[21] *Ibid.*, p.46. Whatever the reality may be, there is no doubt that NU and similar schools, such as the University of Phoenix, are regarded in "legitimate" academic circles as offering degrees for sale. It is inconceivable that the Little Hoover Commission would make a similar recommendation to the University of California

[22] *Ibid.*, p. 61.

same bean-counting, cookie-cutter, punitive approach to dealing with education as found in the Cabaldon and Hoover Commission documents. In its first publication, "Framework to Develop a Master Plan for Education," the Committee staff calls for "a more cohesive system of education," which promises an "efficient and responsive delivery" of educational services, and that will "allow clear lines of accountability." "The state," they say, "must define the performance levels that comprise a high quality education," and "...must develop assessments that measure students' knowledge, pursuant to standards. Assessments must be consolidated," and "Institutions, educators, and students must be held accountable for successful learning. Incentives should be provided for improvement in student learning, and sanctions should be imposed when learning does not occur."[23]

How different this is from the 1989 Master Plan review, "California Faces...", which tells us that "Educational 'quality' means that men and women have grown and prospered—intellectually, morally, spiritually."[24] How different also, from the "overarching ideal" expressed in the Academic Senate paper, "The Future of the Community College: A Faculty Perspective," that "community colleges should offer the sort of instruction that is maximally productive of humane values and which contributes toward students becoming informed, compassionate and productive members of their communities. The faculty believe," the Senate paper goes on to say, "...that democracy requires an educated citizenry, literate people who are capable of making informed choices, and that the development of such citizens should be the primary task of a 'democratic' educational system."[25] The Senate paper concludes that education "is essentially a process in which human beings are created," or "in which their potential as human beings is actualized." "The true quality of the educational experience," then, "...is maximized when what is learned is how to be more fully human."[26]

Recently, in an e-mail to prospective participants in a Joint Committee hearing on educational quality, Joint Committee staff framed the upcoming discussion in a document titled "Notes on Defining a High Quality Education for All Students." There, the staff suggests that a quality education will be defined as "an essential 'foundational set of knowledge and skills' that all learners should master." Determining that these "knowledge and skills sets" have been mastered will of course, be the objective of the "consolidated assessments," proposed in the Committee's "Framework" document, and assuring that they are efficiently and responsively delivered will be the goal of appropriate "incentives" and "sanctions." In sum, it seems not too strong to say that the Joint Committee staff seems somewhat obsessed with the oxymoronic task of defining 'quality' quantitatively.

One troubling feature of the Joint Committee's work so far is that staffers seem already to have made up their minds about the final goals that the Master Plan should adopt. While they are only now beginning to hold hearings, and are forming "citizens' workgroups" to examine the areas of concern defined in the "Framework," it appears that the only point of these activities will be to work out the details of implementing the Joint Committee staff's foregone conclusions. The e-mailed "Notes on Defining a High Quality Education for All Students" is an example: rather than an invitation to an open discussion of the meaning of 'educational quality,' this document is designed to coerce the discussion into preordained channels, and to preempt voices, such as that of the Academic Senate, which might seek to define 'quality' ▸

"...it is clear that there has never been a more efficient or productive segment of education than ours, and that the quality of instruction and support offered by California community college faculty is unparalleled."

[23] The Joint Committee to Develop a Master Plan for Education—Kindergarten through University, "Framework to Develop a Master Plan for Education." August, 2000, pp. 3-5.

[24] Joint Committee for the Review of the Master Plan for Higher Education, *op. cit.*, p. 124.

[25] The Academic Senate for California Community Colleges, "The Future of the Community College: A Faculty Perspective." Adopted Fall, 1998. p. 5.

[26] *Ibid.*, p. 17.

"The only thing lacking in the California community colleges that could empower them to meet the hopes and expectations of the Legislature and of California's citizens is funding."

qualitatively. Strong direction from the legislators on the Joint Committee is needed if voices beyond those of the staff are genuinely to be heard. One hopes the legislators are up to the task.

Finally, perhaps the most disturbing feature of the Little Hoover Commission report was its willingness to walk right up to the edge of autocratic social engineering bent on reducing students' options in order to channel them into occupational paths that serve the interests of industry and "the State." Unhappily, a similar tendency is evident in the work of the Joint Committee, or of its staff. The truncated, lockstep vision of education that emerges in the "Framework," coupled with the recommendation that business and industry leaders be invited to help set the research agendas of the public colleges and universities in order to achieve "state priorities,"[27] demonstrates a proclivity to view the public system of education, and those it educates, as serving industry and the State. Absent is any recognition that education serves a free society to the degree that it expands human options and facilitates a potential for individuals to grow.

What We Can Do

The Academic Senate does not believe that the community college system needs to be "re-engineered" to be efficient, productive, and to attain high standards. Rather, it is clear that there has never been a more efficient or productive segment of education than ours, and that the quality of instruction and support offered by California community college faculty is unparalleled. Of course we always strive toward improvement; but monolithic assessment instruments and fiscal incentives and sanctions are not what we require. The only thing lacking in the California community colleges that could empower them to meet the hopes and expectations of the Legislature and of California's citizens is funding. We certainly have the will and the skill to become the sorts of institutions that do not allow students to fail. What we lack are adequate financial resources.

[27] The Joint Committee to Develop a Master Plan for Education—Kindergarten through University, "Framework to Develop a Master Plan for Education." August, 2000, p. 31.

Yet the current efforts to create a new Master Plan are focused on "doing more with less." Christopher Cabaldon is still out there telling the Joint Committee that you can educate 150 students at the community colleges for what it takes to educate 100 students at the four-year schools—a boast that seems designed to lock the community colleges into their state of chronic underfunding, in the name of efficiency.

At the 2000 Fall Plenary Session, the Academic Senate adopted a resolution calling on the Joint Committee to acknowledge the community colleges as equal partners in California's system of postsecondary education, and recommending that we be funded at a level at least equal to that of the other postsecondary segments (Resolution 6.08F00). At the 2001 Spring Plenary Session, the Executive Committee will sponsor a resolution reaffirming the call for equitable funding and urging the Joint Committee to adopt the 1989 review as a model in its own efforts.

In the meantime, local senates are encouraged to pass their own resolutions urging the Joint Committee in this direction. Use your resolutions to let the legislators know both what you are doing at your college to ensure student success, and what more you could do if full funding were available. Once it has been passed by your senate, e-mail a copy of your resolution to the Senate Office (asccc@ix.netcom.com) and President Collins will present it to the Joint Committee. If you need help drafting a resolution, contact your representative on the Relations with Local Senates Committee (email addressses are available on the senate's website).

The Master Plan of 1960 has shaped the destiny of the community colleges in this state for the past forty years. With the current effort, we have the opportunity to move beyond our third-class fiscal status into full partnership with the other postsecondary segments. What is perfectly clear, however, is that this will not happen without concerted effort on our part, and it might not happen even then. But we would be derelict were we not to try. Let your legislators hear from your senate. ▲

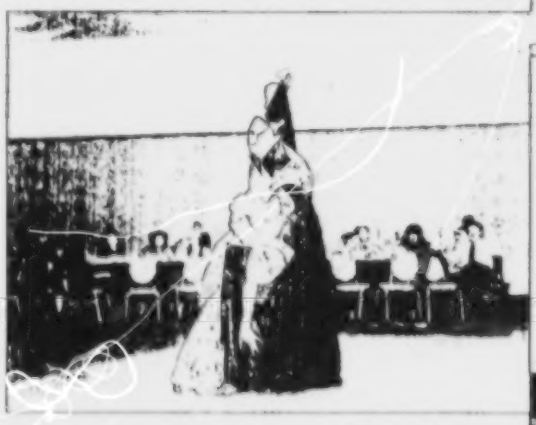
Fall Session: The Firsts and the Lasts

by Julie Adams, Executive Director
Rita Rasskazova, Publications Specialist

This last fall the Academic Senate for California Community Colleges concluded another successful Plenary Session. This year the 32nd Fall session was again held at the Los Angeles Airport Westin hotel. The overall program centered around the theme "Building for the Future: Serving a Broader Community." Breakouts included a wide range of hot topics like Partnership for Excellence, General Education, the Little Hoover Commission Report, the Master Plan, leadership issues, affirmative action, prerequisites, learning communities, alternative calendars, vocational education, and, as usual, technology. There was something to interest everyone!

While this was the 32nd time the Academic Senate has gathered the faculty from California community colleges, this plenary session had its very important milestones. This year for the first time in the session history a breakout was held for the local senate staff. The purpose of the breakout was to highlight the resources available on the state and local level to help local senate staff run the office smoothly, hire new staff, and assist the local senate president in her/his role. However, much to the surprise of the breakout facilitators, in addition to staff local senate presidents attended the breakout. The local senate presidents were looking for justifications for getting office support. It was obvious that the local senates need staff but do not have the support of their campus administrators; they came to this breakout to get some ideas.

While this was a notable first, there was another event that stood out from all the rest. This was the plenary session that the Executive Committee honored Edith Conn, our longstanding Area C representative. Edith has been with the Academic Senate for more than 28 years. She truly has dedicated her life to the work of the Academic Senate, and has shepherded the Senate from its rather humble beginnings to its present organizational scope. During the Friday general session Edith was presented with a resolution, a commemoration award for her



- *Above: Linda Collins presents Edith Conn with a resolution, a commemoration award for her many years of dedication to the Senate*
- *Left: Dramatic moment in the performance of the Andrew Lloyd Webber's musical "Phantom of the Opera"*
- *Bottom: Edith Conn is presented with a gift—a calendar featuring "Men of the Senate"*

Fall Session Highlights

many years of dedication to the senate, faculty and students, and a 2001 calendar "The Men of the Senate." To those who know her, the calendar was a bit of an inside joke; Edith Conn had for many years promised to retire only when the calendar featuring the men of the Academic Senate was published. Edith left the Academic Senate Executive Committee duties last Spring. Yet, remembered and recognized by many for her years of service to the community colleges, she deserved to be honored for her work with this small token of appreciation. The Senate Office staff combed the archives for pictures of men closely associated with the work of the Academic Senate. Featured in the calendar were many previous Senate Presidents and other members of the Executive Committee. There was also a collage of Edith over the years. To continue this nice tradition and to recognize the great work of many notable women who contributed their efforts and talents to the work of the Academic Senate, the next year's calendar will feature the women of the Senate.

- *Right: Fiery tunes performed by Vice President Hoke Simpson, members of his former band, and the Fullerton College senate president Bob Berryhill, set the evening on fire*
- *Bottom: An eccentric student solo performed to the nostalgic music of Edith Piaf*

Thursday night entertainment continued the theme of a broader community even after the official part of the session was over. The Moorpark Community College dance director Daniel Berney coordinated an ensemble of dance programs from Southern California community colleges. Represented here were the talents of all ages and genres from Golden West, Moorpark , Riverside, Santa Ana, Santa Monica, Southwestern, and West Los Angeles colleges. The students and the dance selection showed the diversity of the communities we serve. The grateful audience was treated to an evening dance program of exceptional variety. The scene from the classic Tchaikovsky's ballet "Swan Lake" was followed by an eccentric solo choreographed by the student herself and performed to the nostalgic music of Edith Piaf. Ethnic dance arrangements, humorous tap dance composition and even a number from the famous Andrew Lloyd Webber's musical "Phantom of the Opera" flashed before the eyes of the amazed audience as the evening went on.

At this session for the first time the Executive Committee instituted a "Breakfast with the President," an informal question and answer session led by the President with the whole plenary body present. The roving mike for those posing questions gave the faculty a chance to interact on issues facing the field. The Chancellor and other Chancellor's Office staff were present in the audience; it was a good opportunity for them to hear faculty concerns, and also to respond to questions and engage in brief dialogue around the issues. The feedback on this event was very positive, and it will be repeated in future sessions.

On Friday the session attendees were entertained by our very own Vice President Hoke Simpson; members of his former band, and the original author of the famous song, "Wipeout", the Fullerton college senate president Bob Berryhill, set the evening on fire. Nobody could stay still listening to the fine mix of

blues and the music of the Surfaris. Even the most conservative of the attendees were dancing to the firing beats well into the night. To add to the home-made charm of the evening came the delicious Chardonnay produced by the students of the Modesto Junior college. The evening ended much too early to say the least!

On Saturday, the delegates voted on resolutions generated from the area meetings and the many breakouts during the session. There were more than 40 resolutions adopted. The resolutions are available on the Senate website.

Later that day there was an election for the vacant position of the Senate Secretary. Three candidates ran for the position. Kate Clark, the South Representative and faculty member at Irvine Valley College won the position. Kate's assuming the position of the Secretary freed up the position of the South Representative on the Executive Committee. A nomination

▲ *Friday night entertainment*

came from the floor to fill the vacant position. Two candidates ran for the position. Renee Tuller, a counselor from Santa Ana College, and now serves as the Representative from the South.

Local academic senates are the heart of the deliberative process of the Academic Senate; through the resolution process, delegates from local senates determine the policies and priorities of the Academic Senate throughout the year. If you were not able to attend this year's fall session, please plan on joining us next year from November 1 - 3, 2001 at the Cerritos Sheraton Hotel. Local senates are encouraged to send a team of representatives, as well as their delegate, to cover the many important breakouts. ▲

Coronations

Continued from p. 5

action should be considered in forming the evaluation committee.

As Bossler has pointed out, among the first tasks in the evaluation process is the need to determine the duties of the administrator being evaluated. Job descriptions, both in general and for a particular college are part of the public record; individuals' contracts and goals should be made part of the public evaluation process, though Elton Hall correctly observed that even asking to see an administrator's contract may trigger undue anxiety. In LACCD, though evaluations are not a contractual matter, the administrators' union, concerned about establishing a rational negotiation process, asked its members to submit the duty statements alluded to above.

Currently, the LACCD deans are working on these documents.

The West Valley Mission District has created an evaluation process for district administrators, including the chancellor, vice-chancellors, and college presidents; the process involves the academic, classified and student senates from each college, as well as "input from administrators . . . and 3-5 members of the community," according to their adopted board policy. In McKay's district, an outside consultant was employed to develop a template for evaluation and to suggest how to use it. She emphasized that if the objective is to enable administrators to be successful, then the process has to be honorable. She cautioned that in cases where an interim administrator is being evaluated, the temptation to shorten both the hiring process and the evaluation process must be resisted, otherwise, the entire process is compromised and rendered less credible.

Landsberger warned that evaluators must not prematurely assert that someone does a good or bad job. Clearly, *ad hominem* attacks and irrelevant data should be excluded, and any evaluation should contain useful recommendations to be implemented. To illustrate, Hall drew attention to a feature of Disneyworld's ▸

"The evaluation of administrators, then, must build upon a clear, collaborative process for selecting administrators and building a pool of talented administrators who can move into vacated positions."

management evaluation: in that recursive process, evaluators and the evaluatee develop an annual action plan, based on the previous evaluation, that in turn is reviewed in the next evaluation. Such strategies, Landsberger said, then permit that a judgment be made: does this person currently meet expectations or not meet expectations.

Of utter importance, Hall reminded the group, is the shared understanding of what will be evaluated, what modality of evaluation will be used, and who will have access to the received data. The confidentiality of the process is a delicate issue. Confidentiality is important in protecting the rights of the individual being evaluated; yet faculty may perceive that the evaluating team is hiding behind the cloak of confidentiality. On the other hand, to be viewed as honest and complete, evaluations must also protect the evaluator. If the evaluator is identified or the evaluation itself made public, however, neither will be wholly honest or complete.

To address those concerns, Landsberger points to research that identifies three components of evaluation. The first component, Data Collection, might include past evaluations, self-evaluation materials, portfolio submissions, formal observations, and data collection instruments directed at faculty, peers or focus groups. Such instruments should be worked out in advance. If they "stick to the basics," these instruments should not be controversial. The second component, Synthesis/Analysis, should be conducted by the evaluation committee. During this phase, irrelevant or anomalous data is filtered, and recurrent issues or themes emerge. On the basis of this analysis, participants can make recommendations or set goals for the administrator as a formative act. Finally, the decision makers must make a judgment regarding the overall performance of the individual based on the evidence presented.

It is possible to experiment with evaluation techniques and instruments, and then evaluate those experiments. Whatever process is determined, the panelists agreed, it should not be left to the whims of institutional memory; it *must* be codified. Hall's summary of the discussion reminds community college faculty of these five points as they pursue their rights to participate in the evaluation of their college and district administrators.

1. The primary aim of evaluation of administrators is personal and professional growth;
2. Evaluation of administrators is needed, and faculty have a legally mandated role in it.
3. The process used to evaluate administrators must have integrity.
4. The evaluation process is a very sensitive process and must respect the rights of those evaluating and those being evaluated.
5. The administrator evaluation process must have good evaluation instruments.

The author thanks the following session participants for their invaluable contributions to this article: Charlie Bosler, LA Harbor College, Teamsters; Peter Landsberger, LACCD, Vice Chancellor (former President, the College of San Mateo); Diane McKay, Senate President for Mission College; and particularly, Elton Hall, Educational Policies and Executive Committee member, Moorpark College, who also served as notetaker and transcriber. ▲

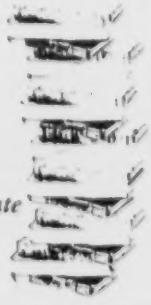
Academic Senate Institutes

Technology Institute
June 3-8, 2001
University of San Diego

Faculty Leadership Institute
June 14-17, 2001
Hyatt Islandia in San Diego

Curriculum Institute
July 12-14, 2001
Sheraton Universal

Student Leadership Institute
July 29 - August 1, 2001
University of San Diego



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Disciplines List Review Begins

by Mark Snowhite, Executive Committee Member

Mark Snowhite

As you may be aware, the Academic Senate establishes the minimum qualifications for the faculty of California Community Colleges and maintains the Disciplines List setting out the required qualifications. Every three years the list is reviewed to permit faculty and discipline organizations to propose changes. It is now time to begin drafting those changes to the Disciplines List that you may have been considering. Yes, we did that just a year and a half ago, but we are now using a new process, whereby those in the field can recommend changes any time.

Last year the Academic Senate Executive Committee adopted a procedure that encourages those interested in proposing changes to the Disciplines Lists (Minimum Qualifications) to submit their proposals any time, not just during the year when the Senate considers revisions to the Disciplines List and sends those approved on to the Board of Governors. The purpose of this change is to allow more time for dissemination of proposals to the field, especially professional organizations representing discipline faculty, and then more time for discussion and debate at sessions.

The Disciplines List has gone through only two reviews since it was established in 1994. Both reviews resulted in carefully considered changes. Important changes include additions of new disciplines, such as multimedia, and the broadening of minimum qualifications for computer science, allowing more, well-qualified faculty to teach courses in that growing discipline. However, because people sometimes develop proposals with the solution to local problems in mind, they neglect thinking about the effects on a discipline statewide. As a result, the Academic Senate has distributed a number of proposals that found almost no support in the field but nevertheless stirred up a lot of anxiety from those who felt that such proposals had a chance of being enacted. Thus the statewide hearings brought many who felt threatened by proposals with no real chance of survival. This, in turn, took time away from discussion of the most viable proposals that deserved serious and sustained deliberation.

Having proposals submitted far before the time that the Academic Senate must consider them officially will eliminate the waste of valuable time and creation of unnecessary angst while ensuring more time to consider important and viable proposals to keep our disciplines current. But, of course, this idea will work only if those with ideas for changes in the Disciplines List will submit their ideas. To obtain a form for proposals, go to the Academic Senate website. ▲

Submit to Forum 2001

The Academic Senate for California Community College is currently seeking submissions from faculty members for this year's issue of The Forum. This publication provides faculty a means to express their creative side to a receptive audience. We are interested in poetry, short stories, essays, one-act plays, photography, sketches, visual arts, and other forms of creative expression. Visit us at www.academicsenate.cc.ca.us or call (916)445-4753 for further information.

Disciplines List Review

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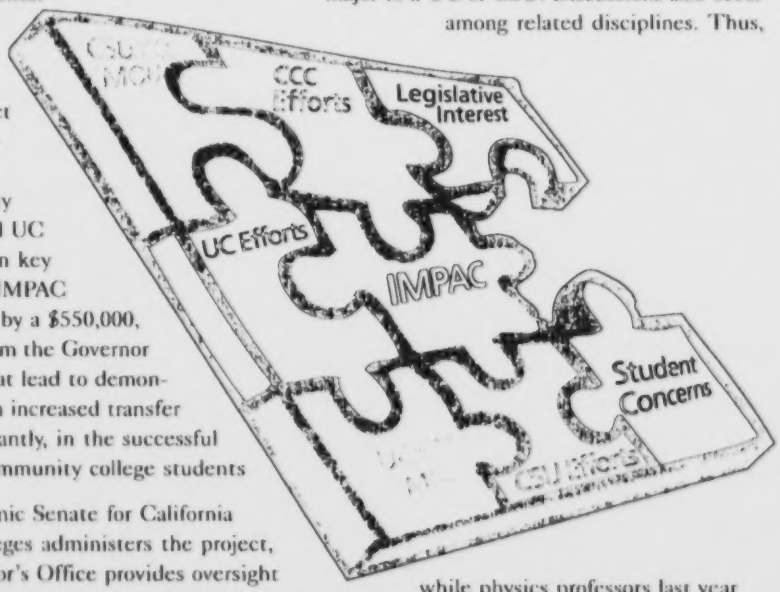
IMPAC and the Major

by Kate Clark, Lead Faculty Coordinator

IMPAC, whose acronym stands for Intersegmental Major Preparation Articulated Curriculum, is completing its first fully funded—and very successful—year. Sponsored by the Intersegmental Committee of Academic Senates (ICAS), the IMPAC project fosters faculty-to-faculty dialogues among community colleges, CSU and UC faculty teaching in key disciplines. The IMPAC Project is funded by a $550,000, five-year grant from the Governor for discussions that lead to demonstrable progress in increased transfer and, more importantly, in the successful transfer of our community college students

While the Academic Senate for California Community Colleges administers the project, and the Chancellor's Office provides oversight and monitoring, the coordinating and participating faculty come from all three segments of public higher education. These faculty are tackling the thorniest of obstacles that sometimes hinder students' transfer from the community college to the four-year institution: their preparation for the major. IMPAC believes increased articulation of individual courses or major preparation agreements will be a natural outgrowth of these discussions across the state and will ultimately enable students to transfer more seamlessly into the major at their receiving institution. To encourage faculty participation, participants are reimbursed for travel expenses, and substitute pay is available to community college faculty scheduled to teach on that day.

IMPAC's objective is to identify course work or more often key concepts or skill sets necessary for our community college students to be adequately prepared for transfer in that major to a UC or CSU. Discussions also occur among related disciplines. Thus,



while physics professors last year came to some common understandings among the segments, their discussions with mathematics colleagues prompted new considerations of appropriate expectations of transfer students entering as juniors in the physics major. Similar cross-discipline discussions between nursing and chemistry faculty this year have raised issues requiring further statewide discussion among faculty in both disciplines. These are examples are the most obvious and tangible benefits to faculty participants. Participants share that information with colleagues on their own campus as well as in professional groups and organizations, building networks of discipline faculty contacts.

IMPAC Project

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Within the breakout groups at each regional meeting, the discipline faculty review prior year's reports and/or comments from previous meetings this year. They also examine matrices of courses currently offered and required, as noted in their on-line catalogues and on ASSIST (a computerized student-transfer information system); they identify errors and needed updating that they must then pursue on their own campuses. During their discussions, faculty

- wrestle with issues unique to their discipline (e.g., the need for a lab component, placement of some courses in the upper division or the lower division, need for some prerequisites),
- raise inquiries for discussions with related disciplines' faculty (e.g., general non-major courses as a prerequisite or a specialized course), and
- identify larger issues common to many disciplines (e.g., literacy, high unit majors, general education requirements, need for accurate counseling at all levels, further articulation and need to send corrected information to CAN and ASSIST as applicable).

The 1999-2000 Pilot

IMPAC completed its pilot efforts in Spring 2000 with a statewide gathering in Los Angeles of community colleges, CSU and UC faculty in four discipline: mathematics, chemistry, physics, and biology. Building on the work of discipline faculty in prior regional meetings, this meeting of over 80 faculty enabled lead discipline faculty to finalize their reports of findings. To see what faculty in these disciplines have concluded, log on to the IMPAC website noted below.

The 2000-2001 Program

The IMPAC steering committee and ICAS have worked to review and refine the project in light of the lessons learned in the pilot phase. The first IMPAC regional meetings of the year began when faculty from colleges and universities in the San Diego area met in December to continue dialogues in those first four areas, and to convene with colleagues in five new areas: agricultural sciences, computer science (programming), food sciences/nutrition, earth sciences/geology, and nursing. Subsequent meetings were held in Fullerton for the Metro Area, in Oakland for the Bay Area and Northern California faculty, and in Bakersfield for faculty teaching in Central California universities and colleges where these majors or major preparation courses are offered. .

Plans for the Future

Each year, this cumulative project will open 4-6 additional major disciplines for discussion by relevant faculty, while previous discipline faculty will continue their discussions, seeking to resolve outstanding concerns or raising new issues faced in particularly fluid disciplines, for example computer sciences. Faculty new to the project are welcomed each year. If you or your college did not participate this year and would like to be included in future efforts, please contact the IMPAC staff by calling the Academic Senate Office at (916) 445-4753 either

- to convey your interest for next year, or
- to register for the Spring 2001 session in Los Angeles, April 27-28, for faculty in these fields who wish to participate in next year's rewarding discussions in these new fields:
  Business and Government: Accounting, Administration of Justice, Business, Economics, and Political Science.

Visit IMPAC's website at http://www.cal-impac.org ▲

"IMPAC's objective is to identify course work or more often key concepts or skill sets necessary for our community college students to be adequately prepared for transfer in that major to a UC or CSU."

The Academic Senate for California Community Colleges

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You can find this and the previous issues of this publication online at: www.academicsenate.cc.ca.us

National Student Clearinghouse

To Provide Important Transfer Data For CCC's

As a part of the Student Right-To-Know Program, the Chancellor's Office has entered into an agreement with the National Student Clearinghouse (NSC) for the procurement of transfer data matches of first-time student cohorts. This data match enables the Chancellor Office to provide colleges with transfer information on CSU, UC, as well as in-state private and out-of-state colleges and universities as enumerated in the IPEDS Graduation Rate Survey (GRS) and at the on-line First-Time Student Cohort Tracking Website (http://srtk.cccco.edu; see the "FTF-Transfer" report for your college).

Make sure your college is a "core services" member of the NSC. As the NSC only allows data matching to occur for its member colleges, the Chancellor's Office strongly urges all colleges to become members (approximately 80 of the 108 California Community Colleges are currently members). There is no fee for membership; colleges are required to electronically submit up to 6 times annually a roster of their enrolled students. Your colleges' membership ensures that transfer data will exist for IPEDS reporting and greatly enhances our understanding of private/out-of-state transfer activity in other areas (such as Partnership for Excellence).

As you know, the current reporting structures available in California have not systematically tracked private/ out-of-state transfer data; this has hindered our ability to really give a full picture of our students' achievements and to accurately understand transfer patterns. NSC data on such transfers could prove a valuable addition for all of us.

How to determine if your college is a member. Go to the following webpage and search for your college: http://www.studentclearinghouse.org/member_info/schools/schools.htm

For more information on the core service and how to become a core service member, see: http://www.studentclearinghouse.org/member_info/schools/Basic_Service.htm or contact: Melanie Bell, Director, Western Region, NSC, (509) 838-2112 (bell@studentclearinghouse.org). ▲

Important Dates to Remember

June 3-8, 2001
Technology Institute at the University of San Diego

June 14-17, 2001
Faculty Leadership Institute at the Hyatt Islandia in San Diego

July 12-14, 2001
Curriculum Institute at the Sheraton Universal

July 29 - August 1, 2001
Student Leadership Institute at the University of San Diego

November 1-3, 2001
2001 Fall Plenary Session at the Sheraton Cerritos Hotel

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October 2001

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Academic Senate for California Community Colleges Newsletter

Broken Butterflies:

The Promise of Equal Opportunity in California Public Postsecondary Education

by Hoke Simpson, President

On a recent release, singer-songwriter Lucinda Williams describes a mendacious lover's speech: *Choking on your unplanned words/ Coughing up your lies/Tumbling from your mouth a flurry/Of broken butterflies.*[1] This striking image of abused and damaged beauty seems peculiarly apt when discussing the promise of California's public postsecondary education: In our public documents, we have coughed up the promise of equity; in reality, we have delivered broken butterflies. As in Ms. Williams' song, the issue is whether—and how—the damage can be healed.

AB 1725 and the Master Plan expressed the lofty ideal that every citizen who could benefit from it would have access to a high quality postsecondary education. The Legislature then established (or continued) a funding pattern for the three public segments that systematically discriminates against those students who might be expected to attend community colleges—i.e., those from the lower socio-economic stratum of society—and that systematically favors those from the higher strata, those who might be expected to attend the CSUs and the UCs. It is time that we call attention to this breaker of butterflies, this discriminatory funding pattern that gives the lie to the promise of equity. We must label discriminatory funding for what it is, and clearly identify it, not as a fiscal issue, but as moral one.

Currently the funding per full-time equivalent student (FTES) for each of the segments is:

UC: $25,000
CSU: $11,000
CCC: $4,700

Had we all started out with equitable funding and simply drifted toward the current figures as a result of things like differentiation of function (UC trains graduate students, for example; we don't) that would be one story. The Joint Committee of the Legislature responsible for the 1989 review of the Master Plan, *California Faces, California's Future: Education for Citizenship in a Multicultural Democracy*, didn't think that story would be an accurate one. They explicitly pointed out that the funding inequities could not be ex-

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[1] "Broken Butterflies," from the album, *Essence*, by Lucinda Williams. © 2001 Warner-Tamerlane Publishing Corp. (BMI)/Lucy Jones Music (BMI). All Rights administered by Warner-Tamerlane Publishing Corp. All Rights Reserved. Used by Permission. Warner Bros. Publications U.S. INC., Miami, FL. 33014

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Hoke Simpson

President's Report

Strategic Planning

by Hoke Simpson, President

For the Academic Senate, the late summer is a period of intensive planning. The first meeting of the academic year is held in mid-August, by which time members of the Executive Committee have been assigned the chair-ship of a major committee or task force, and is responsible for producing a "work plan" in the form of a set of goals and objectives for the coming year. Each chair bases his or her plan on the annual report from last year's committee, on resolution assignments from plenary sessions (many resolutions are given to specific committees to carry out), and on discussions with the president about priorities for the year ahead. To see a list of this year's chairs please visit our website.

For this first issue of the *Rostrum* of the new academic year, we have asked a sampling of committee chairs to give you the highlights of what their committees will be doing in the coming months.

Of course, as president, I too chair a committee, the Executive Committee, and it seemed to me that the Executive Committee, too, should have a strategic plan for the purpose of giving added focus to our work, and enabling us to see that—and how—we are all contributing to a common endeavor. Formulating the plan was also an occasion for me, as new president, to indicate my priorities for the year, and to seek consensus on, and development and expansion of those. That process has now been completed, so let me share some of the highlights with you. (The entire plan can be viewed on our website, http://www.academicsenate.cc.ca.us.)

In thinking of our goals, we tried to identify, in the most general terms, what we think the Academic Senate does. We came up with the following four:

I. Strengthen local senates;

II. Provide resources to local senates;

III. Create, maintain, and protect policy;

IV. Serve to quicken the conscience of the Community College System.

While number four seems a bit grandiose, and one and two seem to overlap, we felt that our meaning would be clear through the specification of objectives and action plans related to each goal.

Under the first, "Strengthen Local Senates," I think the most exciting objective is to "tighten the bond between the Academic Senate and local senates," which we intend to do by sending Executive Committee members to the field to visit local senate meetings. Because there are so many colleges, and so few Executive Committee members, their efforts will be augmented by members of the Relations with Local Senates Committee. The purpose of the visits is to provide a point of personal contact that will open the door to further interaction between the Academic Senate and the local senates at whatever level is most useful to the local senates. We have set the very ambitious goal of reaching all 108 colleges by next June, so, local senate presidents, listen up for a phone call.

Under the goal, "Provide Resources to Local Senates," falls the objective of completing and bringing forward for adoption the many papers we have in the works. Among these this year are papers on Part-time Faculty Issues, Information Competency, Planning and Budgeting, Faculty Ethics, and the Workforce Investment Act. Another objective under this goal is to increase the relevance and effectiveness of our many institutes, and to explore the feasibility of adding a Teaching Institute, as called for by Resolution 12.02 from the Spring 2001 Plenary Session.

Under "Create, Maintain, and Protect Policy," a significant objective is to carry forward the important work on faculty development begun under Linda Collins. To this end, the Executive Committee will introduce a resolution at Fall Session calling for the development of a paper on best practices in the light of Norton Grubb's critique in *Honored but Invisible: An Inside Look at*

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Increasing Contact with the Local Senates:

A New Charge for the Relations with Local Senates Committee and the Academic Senate Executive Committee

by Kate Clark, Vice President

Kate Clark

Our Board of Governors recognizes the Academic Senate for California Community Colleges for California Community Colleges as the exclusive representative of the local academic senates in the state's community colleges. To accomplish its charge, the Academic Senate is committed to strengthening connections with the field. Such connections enable the state senate to acquire the collective wisdom of the faculty, to point to exemplary activities, to speak with greater knowledge and hence authority. These communicative structures also facilitate the distribution of information to local senates who may then function more effectively and develop informed and sound positions or policies.

One such structure was the Local Academic Senates Network, also known as the Geoclusters, developed in 1992. Under the Local Senates Network, a member of the Relations with Local Senates Committee was designated as the leader of colleges clustered in a given geographical region. Geocluster leaders were to meet with the local senate presidents in their geocluster and bring issues and information back to the Relations with Local Senates Committee. The Committee would in turn translate those issues and ideas into recommendations for broader statewide resolutions, positions, workshops or technical assistance visits.

The geocluster structure was revised periodically, but it eventually proved to be less effective than originally envisioned. Subsequent resolutions adopted by the body noted the inherent geographical barriers in some of the networks and the varying implementation of the networks in the different regions. The growing use of electronic communications was also cited as a factor that made geoclusters less relevant. The Local Senates Network of geoclusters was repealed in Spring 1999.

Subsequent to the development of the geoclusters, the Executive Committee continued to develop and extend efforts to expand communication and connections with the field. Recently the plenary session passed a resolution calling for the Executive Committee to devise a method of contact to fill the void that some perceived with repeal of the geoclusters as a primary means of contact with the field. Academic Senate President Hoke Simpson has set as a goal that each college's academic senate faculty shall be visited by a member of the Executive Committee or of its Relations with Local Senates Committee during the 2001-2002 academic year. Executive Committee members agree to visit several colleges within their geographic area, though not within their own district. The purpose of these campus visits would be to bring greetings as an official delegate of the Academic Senate, to listen, and to learn of the local senates' work, challenges, and successes. To assist in this effort, members of the Relations with Local Senates Committee would be called upon by the President to visit those colleges not visited by Executive Committee members. This augmented contact will supplement, rather than supplant, other forms of contact with the Executive Committee. The visits will also assist local senates in identifying the need for other senate services, such as technical assistance.

The Relations with Local Senates Committee seems particularly suited to this challenge as its existing charge includes the responsibility to "publicize successful local senate activities in Senate publications, the

Continued p. 13 ▸

Local Senates

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Elton Hall

The Curriculum Committee

by Elton Hall, Curriculum Committee Chair

Since curriculum is the center around which faculty activities circle, the Curriculum Committee is at the heart of the Academic Senate's work. As with all Academic Senate committees, resolutions approved by delegates in session are the engine that drives the work of the Curriculum Committee.

This academic year promises a number of challenges and opportunities for the Committee. The annual Curriculum Institute for 2001 was held in July at the Sheraton Universal Hotel, Universal City. It was an enormous success, challenging the Curriculum Committee and the Academic Senate to plan a high quality program for next summer. Since the last institute was held in the South, the 2002 Summer Curriculum Institute will be held in the North at the San Jose Hyatt on July 11 - 13, 2002. Visit our website for more information.

A new curriculum handbook, issued by the California Community Colleges Chancellor's Office, has been approved, and contains a number of welcome changes. Some forms have been shortened and others clarified, and now the local senate president must sign off on programs being submitted to the Chancellor's Office for approval. The timeline for program approval by that office has been shortened by half from 120 to 60 days. The application process for program approval has been clarified and helpful examples provided.

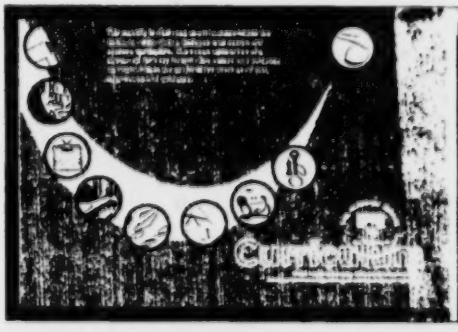
Altogether, the handbook should be a significant improvement over past efforts, thanks in great part to the work of the Academic Senate. Look for a breakout on the curriculum handbook, which is titled *Program and Course Approval Handbook*, during fall session.

A fall session breakout will also review a new agreement on college credit for courses taken in high school. Under this agreement, local curriculum committees will have to develop processes for articulating high school and college courses. A breakout on this topic will also occur during fall session.

Information competency as a graduation requirement remains an ongoing discussion, and the Committee is reflecting on a best practices paper on the subject of information competency in response to a resolution approved last spring.

Despite changes in the new curriculum handbook, the Committee will continue its efforts to persuade the Chancellor's Office to empower local curriculum committees to approve all stand alone courses. The Committee will examine the feasibility of establishing credit courses in leadership for student leaders. And, as always, the Committee is ready to provide technical assistance to local curriculum committees. For assistance, contact the Academic Senate Office at asccc@ix.netcom.com or (916)445-4753. ▲

Curriculum



Curriculum Website

This popular resource for curriculum developers is back. Visit us at www.curriculum.cc.ca.us

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Standards and Practices

by Scott A. Lukas,
Standards and Practices Committee Chair

Scott A. Lukas

It's that time again. As some of you may be aware, this fall begins the initial step in the formal review of the Disciplines List. The Disciplines List establishes the minimum qualifications for the faculty of California community colleges. The passage of AB 1725 delegated to the Academic Senate the responsibility of making recommendations to the Board of Governors for professional preparation for instructors in each discipline in the California Community College curriculum. Every three years the list is reviewed to permit faculty and discipline organizations to propose changes. The Standards and Practices Committee is responsible for coordinating this effort. The Disciplines List review began with a call to the field in September for suggested changes to the list. Discussion of these revisions will occur at Area Meetings this fall and during the 2001 Fall Plenary Session.

In fact, a breakout to debate suggested revisions will be held during the Fall Session. Following the Fall Plenary Session, the proposed list of changes will be sent to local senate presidents, CIOS, CEOs, Curriculum Committee Chairs, and disciplines organizations. A major component of the Disciplines List review happens at statewide hearings prior to 2002 Spring Plenary Session. Prior to submission to the Board of Governors, the Executive Committee of the Academic Senate approves the final versions of the disciplines list change resolutions before being debated at the Spring Plenary Session. The process of the Disciplines List review is a lengthy one that really highlights the cooperative efforts of many groups throughout the state.

While the Disciplines List review will consume most of the Committees time, the Standards and Practices Committee has already begun its work. The Committee has just completed the nomination process for the faculty seat of the Board of Governors. There are two faculty representatives who sit on the Board of Governors. Each serves a two-year term that ends on an alternating basis. The Standards and Practices Committee, in consultation with the President, conducts the initial review of applicants to serve and recommends up to five of these individuals to the Executive Committee of the Academic Senate. The Governor makes the faculty appointments from a list of three recommendations put forward by the Academic Senate. The Standards and Practices Committee is excited to be involved in this very important aspect of shared governance. This year the Executive Committee will forward the following three names to the Governor: Michael Anker, Diablo Valley College, Philosophy; Linda Collins, Los Medanos College, Sociology; and Janis Perry, Santa Ana College, Counseling. The three candidates are highly qualified to represent the faculty of the 108 California Community Colleges to the Board of Governors.

In addition to the above, the Committee will also be responsible for overseeing the awards processes for the Hayward Award, Laroche Award, the Regina Stanback-Stroud Award and Exemplary Program Award. The Board of Governors sponsors the Hayward and Exemplary Program awards. The Hayward Award is given to one faculty member from each of the four areas in recognition of excellence in education. The Regina Stanback-Stroud Award is given to four faculty members from each of the four areas in recognition of faculty in California community colleges who work to promote the success of our diverse student population. The Exemplary Program Award is rewarded to one program in each of the four areas. It identifies successful community college programs that impact student success. The Jonnah LaRoche Memorial Scholarship provides two scholarships for two continuing students and one for a transfer student. The Standards and Practices Committee will also be reviewing proposed bylaws changes and continuing to develop strategies to increase compliance with regulations regarding fair and effective hiring practices and to enhance the role of local senates in faculty hiring processes. The Standards and Practices Committee looks forward to working with the many groups across the state that will help us fulfill our missions and those of the Academic Senate. ▲

Standards and Practices

Dibakar Barua

A Report from the Affirmative Action/Cultural Diversity Committee

by Dibakar Barua, AA/CD Committee Chair

During the last academic year, following extensive deliberations and research, the Affirmative Action/Cultural Diversity Committee completed a draft of an Affirmative Action Handbook, which was circulated and discussed during a breakout of the 2001 Spring Plenary Session in San Francisco. After much discussion and debate, the session voted to refer the draft back to the Executive Committee for revision and rewriting. Delegates liked the overall content of the Handbook, but many felt that some passages of the Handbook seemed too preachy and might alienate some readers, thus hampering rather than promoting the principle of equal opportunity hiring in community colleges. The Committee has now completed the revision. However, the Handbook may still not see the light of day.

On September 4th, the state Appellate Court ruled on *Connerly v. State Personnel Board et al.* Specifically, they ruled that the statutory scheme contained in Education Code §§87100 through 87107, codifying the community college provisions for affirmative action in faculty hiring, violate the principle of equal protection and Proposition 209. The AA/CD Committee and the Executive Committee of the Academic Senate consider that the affirmative action regulations in the Education Code and Title 5 were wise, fair,

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Strategic Planning

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Community College Teaching. We also hope to explore the relationship between faculty evaluations and a strong faculty development program.

Finally, under our rather turgid goal, "Serve to Quicken the Conscience of the Community College System," we have identified the objective, to "seek equity for California community college students," and with that, two very important action plans. The first is the development, under a grant from the Chancellor's Office, of a Student Equity Handbook. You may know that Title 5 requires each college district to have a student equity plan on file with the Chancellor's Office—yet there is no requirement that the plan be adhered to and, consequently, no oversight in this regard. The Academic Senate hopes to ameliorate this situation by providing solid guidelines to help colleges fulfill the promise that every student who comes to our doors will have the maximal opportunity to achieve his or her educational goals.

The second action plan is to "seek to assure equal educational opportunity for community college students by calling for a change in the current funding pattern for the three public higher education segments." The current pattern, we maintain, systematically discriminates against community college students, and we would change the arena of discourse on this issue from the purely fiscal to the moral as well. The lead article in this copy of the *Rostrum* constitutes an opening salvo on this front.

At our Summer Leadership Institutes, we regularly emphasize to participants the importance of strategic planning for local senates. It is a critical strategy for achieving and maintaining one's focus, it provides benchmarks for one's success, and the collaborative development and publication of the plan keeps one accountable to one's constituents. I hope you're reassured to know that, at the statewide level, we're practicing what we preach. ▲

Affirmative Action

Transfer: A Political Issue or A College Mission?

by Kate Clark, Vice President

Kate Clark

In the past academic year, considerable attention of legislators, academics, and the larger community was devoted to the transfer mission of the California community colleges, one of two primary missions we have—though only one of six missions adopted by the Board of Governors of the California Community Colleges.

Whether it was the infamous and generally reviled "low-transfer list" that awakened the general public; or the clamor of some students for common course numbering that they mistakenly believed would solve all their transfer dilemmas; or the legislative response in the ever-mutating AB 1603 Common Course Numbering bill; or the research on the success of IGETC (see below); or the implementation efforts on behalf of the Memorandums of Understandings (MOUs) crafted by our Chancellor and the system heads of University of California (UC) and California State University (CSU); or the Dual Admissions Proposal (DAP) of the UC, or the continued efforts of discipline faculty to align expected competencies as defined through the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project; or the work of California Articulation Number (CAN) System or ASSIST or student friendly; or the "Transfer: The Next Generation" initiative of the California Education Roundtable, the word for the year seemed to be TRANSFER. Within the community colleges, we were told to increase articulation, get the numbers up, move those students on without, as one CSU administrator noted, "any unnecessary or noncredit academic work." All of these matters have been discussed and debated in Academic Senate publications, during Area meetings, and at our fall and spring plenary sessions.

Pressured by our own institutional goals, and by college administrators as well as legislators who wished to see measurable performance and accountability, too often we faculty felt as if we were being asked to turn to our students and "Round 'em up, and head them out," as if they were cattle. Yet we must acknowledge the heroic work conducted, both by the Academic Senate for California Community Colleges and its representatives to statewide efforts, and especially by the thousands of local community college discipline and counseling faculty who resisted that approach and chose to see our students as human beings with vital potential and their progress not as numeric items in bureaucratic reports but as genuine scholarly efforts that deserved thoughtful consideration beyond mere tallying of credits in the name of transfer. For faculty, transfer remained a shared and complex effort.

As we commence a new academic year, it behooves us, then, to look at the current status of some of the more visible transfer efforts of last year to place them within the larger context that this coming year portends.

CAN: The California Articulation Number System (CAN) received a much-needed boost as a result of three separate actions:

1. Our UC and CSU transfer partners extended the activities of CAN through their work in the IMPAC project, and by agreeing in the Intersegmental Committee of Academic Senates that the UC Council of Academic Senates would appoint faculty to sit on the CAN Board of Directors; in turn the CAN Board will reexamine its processes to address the concerns of UC faculty about the actual CANning of courses. These efforts seek to make UC a full partner in the work of CAN.
2. The Chancellor of the California Community Colleges declared CAN to be the official third numbering system and directed colleges and districts to implement this project fully on their campuses. This action is not inconsonant with previous Academic Senate resolutions and

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Transfer

Broken Butterflies

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plained by differentiation of function.[2] We can add substance to the Joint Committee's claim if we trace the funding pattern back in time. If we go back to 1965-66, five years after the Master Plan was adopted, we find that UC was funded at $2937 per FTES, CSU at $1256, and the CCCs at $554. The pattern over the past 35 years is shown in the samples in the graph on the next page.[3]

"The conflicting impulses in this case are, on the one hand, a "democratic" impulse, which would see all people realize their full potential, and, on the other hand, an "elitist" impulse, which would maintain the status-quo, with its distinctions of economic and social class."

There is not much drift here. The CCCs have received an average of 49% of CSU's per student apportionment and 21% of UC's. This is evidence that the disparity in funding is determined, not by the differing functions of the three segments, but by assumptions about the nature of the students expected to attend each segment and a tacit commitment to maintaining historical distinctions of social and economic class.

The "tacit" in the last sentence is important. I am not saying that this commitment has been made consciously (at least not by all parties). I do not believe, for example, that legislators have sat down and concluded that it would be best if students from lower socio-economic strata would be better off staying where they are. Yet the historical evidence makes it clear that the commitment has been made. How then to explain it?

My surmise is that we might begin to explain this, as so much in American culture, by an appeal to the phenomenon of ambivalence. The conflicting impulses in this case are, on the one hand, a "democratic" impulse, which would see all people realize their full potential, and, on the other hand, an "elitist" impulse, which would maintain the status-quo, with its distinctions of economic and social class.

In terms of our images of ourselves, we have no problem recognizing the generous spirit of the democratic impulse, with its insight that each human being is a center of value deserving of full actualization. It is more difficult to acknowledge in ourselves the contrary, elitist spirit, which would preserve for each of us what we already have, and would discourage—or even punish—both in ourselves and others, aspirations to transcend the bounds of one's inherited status. There is, however, compelling evidence that this tendency runs deep in all of us. It is perhaps seen most dramatically when we look at those who have the least, whose lot seems to be one primarily of pain and suffering, but who nonetheless cling to their condition as if it were a treasure. It is, for example, a psycho-sociological cliché that those who have been abused in childhood tend to seek out abusive relationships in adulthood-relationships in which they then remain, or, if they should escape them, then duplicate in the next relationship they enter.[4] Such behavior speaks volumes of the human "stake in the familiar." Human beings, it suggests, would rather suffer than to change. We seem to perceive that it is both easier and safer to remain with what we know than to deal with the unfamiliar.

Another factor involved, perhaps, in the acceptance of blatant discrimination in the pattern of our funding of education is an inclination to "blame the victim"—a form of social Darwinism—even when the victim is ourselves. If I have emerged from high school with something considerably less than academic distinction, there is much in my environment to tell me that the fault is my own. I had the same opportunities, it is argued, as my academically successful colleagues, I simply wasted them. Never mind that the obstacles to my academic success may have been Herculean; this is easy to overlook in the analysis of my "failure." The result can be that I and those around me accept as a given that any institution that will now give me another chance should be less than first-rate.

[2] Joint Committee for the Review of the Master Plan for Higher Education, "California Faces... California's Future: Education for Citizenship in a Multicultural Democracy." 1989, pp. 62-63.

[3] California Postsecondary Education Commission, *Fiscal Profiles, 2000*, November 2000, Commission report 00-7. The numbers for 2000-01 were estimates.

[4] That this is a cliché is confirmed by the large number of psychology texts which assert this syndrome as fact without offering any support from research. Such support does exist, however. See, for example, Torr and Swisher, *Violence Against Women*, Greenhaven Press, 1999, San Diego, California; and Simons et al., "Explaining Women's Double Jeopardy: Factors that Mediate the Association between Harsh Treatment as a Child and Violence by a Husband," *Journal of Marriage and the Family*, vol. 55 (3), 1993, pp. 713-723. Thanks to Teresa Jacob of the Grossmont College Psychology Department for the research.

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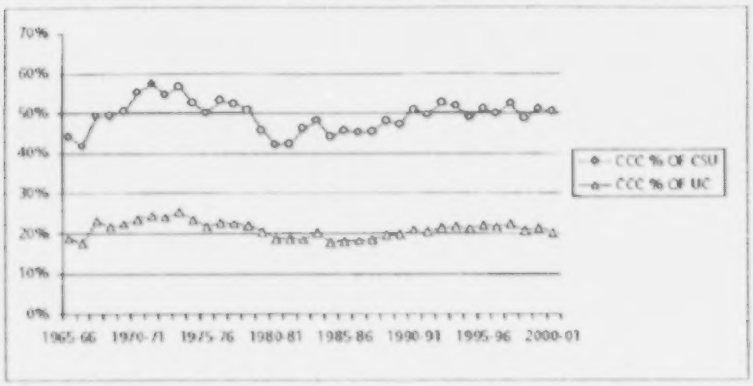
COMMUNITY COLLEGE FUNDING PER FTES AS A PERCENTAGE OF FUNDING PER FTES OF CSU AND UC



The first-rate institutions are seen to be the just deserts of the students who made the most of their opportunities the first time around. The institutions with the antiquated science labs, the outdated technology, the peeling paint and the failing air conditioning—with the years of remedial classes, inadequate resources for remediation, and inadequate counseling resources—with peers as tutors, no money for learning communities and interdisciplinary classes, and impoverished libraries—with faculty who teach too many students in too many classes, who have no resources for professional growth, and who, with their administrators, are perpetually having to make unacceptable choices about which features of a quality education to sacrifice in order to offer any education at all—these are the institutions that the "slackers" who didn't make it the first time deserve.

There is also, by way of explaining the widespread acceptance of our discriminatory funding, simple ignorance of what is really going on. There are probably few legislators and fewer members of the general public who are aware of the per-student funding disparities in the higher education segments. And those who are aware are probably telling themselves that the community colleges are a bargain, because they do "the job" with so much less. And, yes, we are a bargain, because in fact we do a wonderful job with what we've got. But the plain fact is that you simply cannot offer the same level of educational opportunity to a student who is funded at $4,700 as you can to one who is funded at $25,000. To suppose otherwise is willful blindness.

We are doing *a* job, but not *the* job. The job of turning, not the top 12½% (UC) nor the top 33⅓% (CSU), but the top 100% of our applicants into potential UC and CSU graduates, into skilled workers with the capacity for lifelong learning and advancement in their fields, into reflective, competent, compassionate members of their communities with the will and the resources to participate effectively and constructively in democratic processes, is going to take a lot more money than we have ever gotten. For so many of our students, it is a miracle that they have come to us at all. And then, too often, that miracle is wasted because we lack the resources to keep them and get them to their goals. This is the perpetual tragedy behind the pattern of disparate funding of higher education in California.

Finally, we have to face the possibility that the decision to reward the children of the rich and punish the children of the poor is deliberate. In his novel, *World's End*, T. C. Boyle delivers a simple and brutal portrayal of the essence of human society. Wealth and power, Boyle shows us, are the ultimate determinants of social reality; against wealth and power, ideals of justice and conceptions of right and wrong count, in the end, for nothing. We come away from Boyle's novel hoping that he is wrong, but suspecting that that hope is its own form of willful blindness. If there's only so much room at the top, why would those at the top invite the whole world up?

What is clear is that we don't have the option of assuming that Boyle is right. The funding pattern of higher education in California is elitist and discriminatory, and is thus unjust. It is wrong. The issue of equity is a moral issue; it is not a fiscal one. We must attempt to make that inequity apparent to our leaders and to the public. We will assume that they do not know that injustice is being done. Only if it's brought to their attention, and things don't change, will we then know that Boyle was right. In that case, we can only hope to heal the butterflies by wresting power from those who now hold it. ▲

Transfer

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papers (especially *The California Articulation Number (CAN) System: Toward Increased Faculty Participation*, adopted Spring 1998).

3. The Legislature passed (though at the writing of this article Governor Davis has not signed) AB 1603, calling for §71027.5 to be added to the Education Code, to read:

> The Board of Governors of the California Community Colleges, relying primarily upon the advice and judgment of the statewide Academic Senate, and using existing policies of shared governance, shall maintain the California Articulation Numbering System so that it serves as the common numbering system for California Community Colleges… so that it may be applied to all California Community College major preparation courses that are applicable courses for transfer to a four-year institution of higher education.

Under new leadership and a new director, the CAN organization has much to accomplish. The systemwide efforts to further implement and enhance CAN will occur, irrespective of AB 1603's potential enactment into law: such implementing actions are responsive to student concerns, enable students to make better academic plans and choices, and are just plain sensible. Despite the claims of some that this new law would represent an unfunded mandate, much of the work to achieve its aims can—and is—being done already as part of the CAN processes, the IMPAC project reviews, increased articulation efforts by all segments, and ongoing, daily work of senate faculty, articulation officers, and transfer center directors. A list of suggested responsibilities of campus entities—including administrators, faculty, local senates, and students themselves—is being prepared for distribution. We urge the local senates to consider the challenges and suggestions posited by that document.

DAP: At its Spring 2001 Plenary Session, the Academic Senate for Community Colleges endorsed the concepts of a dual admissions program proposed by the UC; a significant codicil appearing in the resolution underscored the need to identify the appropriate and significant resources prior to any implementation of the promising proposal. The UC Council of Academic Senates subsequently adopted a similar endorsement, carrying the same conditional request. The UC Board of Regents approved the proposal during this past summer; however, given the reduction of funding to all three higher education segments, the UC announced that this highly trumpeted proposal would be shelved for at least this coming year because of funding constraints.

IMPAC: The IMPAC project continues to sponsor faculty-to-faculty dialogues to identify competencies and academic experiences of students transferring into the major at UC or CSU. The agreements reached by discipline faculty seek to ease transfer for our students by reducing duplication of courses or course content while simultaneously ensuring that our students are capable of successful work in the major upon transfer. IMPAC sponsors discipline discussions this year in these 16 disciplines: biology, chemistry, physics, mathematics, agriculture, computer science, earth sciences, foodsciences/nutrition, nursing, CIS, criminal justice, business, economics, and political science, geography, and engineering. Funded by a grant, this transfer initiative is not jeopardized by the funding cuts sustained by our public segments. See www.cal-impac.org for more information.

IGETC: The ICAS-supported research evaluating the success of IGETC (*The Use, Effectiveness, and Awareness of the Intersegmental General Education Transfer Curriculum (IGETC): An Evaluation*) was published and subsequently presented Fall 2000 Plenary Session. The report documented the overall student satisfaction with the IGETC option. This academic year, IMPAC faculty will consider the creation of an IGETC-like path for high-unit science major. Now playfully dubbed SciGETC, this concept is only in its infancy but has received enthusiastic support in IMPAC discussions thus far.

On the horizon

CSU Dual Admissions: Presently Academic Senate representatives are participating with CSU faculty colleagues and system representatives to discuss the plausibility of a CSU Dual Admissions program. This plan will be discussed at a breakout at this fall's plenary session, November 1-3 in Cerritos. While the CSU dual admissions project appears to be on CSU's fast track, many implementation

Basic Skills Committee Focuses on Instruction

Mark Snowhite

by Mark Snowhite, Basic Skills Committee Chair

A number of exciting innovations have been developing in California's community colleges, especially with the help of Partnership for Excellence funds and supportive administrators. Over the past few years the Basic Skills Committee has featured many of these programs and approaches at Academic Senate plenary sessions. Included in these breakout sessions has been a variety of learning communities, in-class tutoring, integrated learning centers, and student success advisors.

The Fall 2001 Plenary Session will once again occasion a breakout that will help improve community college basic skills instruction. This one will highlight what we have learned in the past few years from data collection, both at the state level and at local colleges. We can benefit from finding what approaches are supported by data, expanding successful use of data, and developing better ways to share those data. Perhaps we can propose models for gathering data that can be used for both formative and summative assessment.

To generate important data, the Basic Skills Committee has distributed a new survey on practices in basic skills instruction at local campuses statewide, a refined follow-up to its 1998 survey. This survey has already reached your campus. If you have not received a copy, please contact the Senate Office or visit our website. The deadline to return the survey is November 9, 2001. Your timely response will assist the Basic Skills Committee in this very important work.

In addition, the Basic Skills Committee has begun developing a paper on the best instructional practices for helping under-prepared students succeed in their course work. Those who teach reading, writing, and mathematics should find this paper useful. Anyone interested in working on the content of this paper is certainly welcome. Please contact Mark Snowhite at msnowhit@sbccd.cc.ca.us. ▲

Transfer

continued from the previous page

questions remain, and primary among them are issues of resources—human and fiscal.

While the faculty-shaped and faculty-driven efforts continue rather harmoniously, the discordant note is the economic plight experienced by our state and collaterally within our segments. While politicians last year plied extraordinary pressures on our systems to increase "transfer numbers," some among them seemed particularly insensitive to the costs associated with improving transfer rates: ASSIST, whose work is essential for transfer and for CAN itself, was denied a budget augmentation and its current budget is nearly one-half million dollars below what is needed simply to maintain its efforts; PFE funding was not increased; and, of course, while CSU and UC sustained budget reductions, the quality of education within the California community colleges was threatened by both the initial slashing of our base budget by $98 million and by the increasing injustice of FTES funding below the national average and far below that of our transfer partners.

Further, if history is any indication, periods of economic downturn generate additional need for displaced workers to build their skills or retrain for new employment. This would not appear the time to reduce our potential to serve our communities, rather the time to augment the efforts to fulfill our mission—ALL of our missions. Given, then, the limitations of our fiscal conditions—whether or not the subsequent bill for full budget restoration is signed—the Academic Senate must unite to withstand undue pressures, to be certain that the political interests in transfer do not overshadow the broader educational needs of the millions of other students who enter our doors. ▲

Basic Skills

Ian Walton

Occupational Education

Occupational Education Issues

by Ian Walton, Occupational Education Chair

Firstly, I would like to use this article to introduce myself to some of you, and to explain my new role to others. Currently, the Executive Committee does not include an occupational faculty member. However, the Executive Committee feels strongly that the interests of occupational faculty throughout the state are best served when the chair of the Senate's Occupational Education Committee is an established Executive Committee member. During discussions regarding whether to appoint an Executive Committee member or an occupational education faculty member from the field, the Executive Committee felt that an Executive Committee member would immediately focus the attention of the President and the Executive Committee on the many rapidly changing occupational issues. I am honored and excited to serve as the chair of the Occupational Education Committee for 2001 - 02. As many of you know, I have been the chair of the Senate's Technology Committee for three years and have developed a solid working relationship with the Chancellor's Office. I hope I can use this base of experience to successfully represent occupational issues at the political level. And I have a fine team of occupational faculty to keep me updated on specific details.

Joining me this year on the Occupational Education Committee are:

Jane Thompson (Business, Solano College)
Mark Lieu (ESL, Ohlone College)
Beth Regardz (Digital Media, Cabrillo College)
Steve Brown (Drafting Technology, College of the Redwoods)
Warren Carter (Broadcast, Golden West College)
Shaaron Vogel (Nursing, Butte College).

It promises to be a dynamic team.

The Committee is currently working on three position papers carried over by last year's committee and hopes to bring them to a plenary session for adoption this year. As you are well aware, Senate position papers are the ideal vehicle to bring issues to the attention of a wider audience. Last spring a breakout session gathered input for a paper on ED>Net and this paper is currently being revised. Over the summer the Committee has been working hard with a paper on WIA, RWPEDA and One-Stops. It hopes to bring a draft for input to the Fall Plenary Session in Cerritos in November. The third paper will consider best practices in CalWORKS.

One of the major issues at the level of the Board of Governors is last year's initiative on "A Career Ladder Approach to Workforce Development." This effort was spearheaded by board member Amy Dean and included then Senate President Linda Collins in the writing team that produced the framing document. This year we expect to work with implementation and funding plans as the Chancellor's Office and the Board of Governors consider them. An update on this Initiative will be presented at the 2001 Fall Plenary Session.

Building on the outstanding success of last year's Occupational Faculty Leadership Seminar in Santa Cruz the Committee is currently considering plans for this year, including the possibility of both a North and a South venue, and appropriate dates and content. Watch our website as details develop.

The Committee is also monitoring work at the Chancellor's Office Workforce and Economic Development Advisory Committee (WEDAC) on which there are six Senate appointees and ED>Net on which there are, for the first time, three Senate appointees.

And finally, one of the most important goals of this year's Committee is to elect an occupational faculty member to Executive Committee in the spring elections. Please contact me if you are interested in running for election, or if there are other issues I can help you with. ▲

Counseling Task Force

by Renee Reyes Tuller, Counseling Task Force Chair

Renee Reyes Tuller

This past spring, the Consultation Council recognized the need to form a Task Force to determine whether students have adequate access to counseling services in California and whether the services are of the kinds and levels needed to help assure their success. Maybe Consultation recognized the need because of the possible layoffs of counseling faculty in light of the Audit of the 50% Law or maybe it was because of the consistent focus on the shortage of counseling faculty. We are not sure, but are glad it has been formed and declared an academic and professional matter where the Senate has the lead.

The Task Force is comprised of representatives from several organizations in Consultation and has already begun its work. In July, a survey of counseling faculty assignments was developed and mailed to campuses to collect data on assessing the access of students to counseling services. This data will be used in a report to the Consultation Council. The survey was mailed to all CSSOs and matriculation deans and asked the appropriate administrator, working with the Department Chair of Counseling, to submit information using the Fall 2000 Full-Time Faculty Obligation Report numbers for individual colleges. The Chancellor's Office will be reminding colleges that have not submitted a survey to please participate in this very important data gathering effort.

In addition, a private list serve for all community college counseling faculty in California, including adjuncts, has been created. If you are interested in taking part, please send counseling faculty names to Lindy Williams, Dean of Student Services in the Chancellor's Office at lwilliam@CCCCO.edu.

Similarly, the Task Force is developing questions for a fall semester survey of all California community college counseling faculty. It hopes that study will provide an accurate snapshot of what is currently happening in the field. Watch for more information on the work of this Task Force. ▲

Local Senates

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Senate website and at plenary sessions." Committee members argued that this charge can be more effectively and successfully carried out if personal connections with the local senates are established and nourished. Many resolutions arising from session call upon the Academic Senate to disseminate information (e.g., about AAUP), to research and publicize best practices (e.g., for integrating part-time faculty into local senates, for effective projects carried out under the aegis of PFE funds), and to work more directly with local senates on protecting their statutory responsibilities for academic and professional matters. Such work, the Committee determined, is best conducted under diligent, one-on-one, face-to-face contacts with faculty members on their home campuses.

In the coming weeks, local senate presidents will receive additional information about our desire to visit with you, to learn from you about the successes of your work with and on behalf of students. We—both Executive Committee participants and Committee members—look forward to working more personally with you. In the meantime, the Relations with Local Senates Committee will fulfill its other responsibilities determined by session resolutions. ▲

Counseling Task Force

Affirmative Action/Cultural Diversity

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and effective. However, the Handbook, as it is currently written, is based on regulations that have been put into question for now. It remains to be seen what the outcome will be of the Board of Governor's appeal of the appellate ruling to the California Supreme Court. No further consideration of the Handbook would make sense until it is decided what regulations are invalid. As President Simpson has reminded us in his recent email to the field, until there is a final resolution of the legal situation, the current regulations remain in effect. Most important, the obligation to hire without discriminating against people based on their ethnicity, gender, or disability is definitely still an obligation. The AA/CD Committee has several proposals for new ways to strengthen fairness in hiring in ways consistent with this and other recent court decisions. These ideas and recommendations will be circulated to the field in conjunction with one or more resolutions.

We will also be discussing the Student Equity Grant from the Chancellor's Office—its charge is the preparation of a student equity handbook. Equity for community college students is a top priority for the Academic Senate, as is evidenced by the theme for the 2001 Fall Plenary Session, *Community Colleges: Equity for the Top 100%*. However, before we undertake the task of writing guidelines for a model Student Equity Plan, several questions have to be dealt with. When the first Student Equity Handbook was written in 1992-93, college districts were required to have a student equity plan. Now that requirement no longer exists. Moreover, most of the existing plans are not worthwhile. The question is, are we in a position to recommend good programs in the absence of model programs on various campuses? Last year's student equity turn-around survey did not yield sufficient information. In addition, the Chancellor's Office has given a $300,000 grant to City College of San Francisco to prepare precisely the kind of report on student success that we are being asked to prepare for $10,000. Lastly, what good is a plan if there is no incentive or legal compliance attached to it? These and possibly other questions will have to be discussed and answered before the committee goes ahead with the project of revising guidelines for implementing Student Equity plans.

I would like to end this brief report on a more personal note. A new climate prevails in the nation since the terror attacks of September 11, 2001. This period of mourning and resolve has had a cathartic effect on the national psyche. We see television images of rallying and rebuilding in the midst of destruction and loss, and this gives us a sense of unity, strength, and purpose. The classrooms are becoming more serious in delving into important issues. However, this period is also an opportune moment for some to vent their prejudice and hatred against certain immigrant groups, including people who have been American citizens for generations. We need to protect not only our national interest, but also our very human interests such as civil liberties, non-violent conflict resolution, and academic freedom. ▲

Important Dates

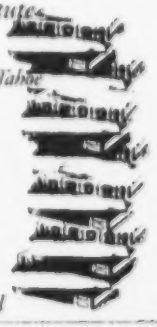
Vocational Education Seminar
South Location: February 7-9, 2002
at San Diego Hyatt

North Location: March 7-9, 2002
at Chaminade Santa Cruz

Faculty Leadership Institute
June 12-15, 2002
at Granlibakken Resort, Lake Tahoe

Curriculum Institute
July 11-13, 2002
at the San Jose Hyatt Hotel

2002 Spring Session
April 4-6, 2002
at San Francisco Airport Hotel



Affirmative Action

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Technology Committee

Mark Lieu

by Mark Lieu, Technology Committee Chair

While the California Community College System did not receive the requested Technology II budget for 2001-2002, all colleges have been actively involved in planning for the use of these funds, which we hope to receive in the 2002-2003 budget. As technology continues to play a greater role in the educational process, access to technology becomes an ever more important issue. One of the goals of the Technology Committee this year is to work with the Educational Policies Committee to respond to the Spring 2001 Plenary resolution, "Conduct research to investigate the impact of technology on student access and success in the California Community College System, particularly as it relates to ethnic and socio-economic diversity and students with disabilities; and report back in a paper the research findings and recommended solutions to any problems identified." The importance of the access issue is reflected not only in the Academic Senate's concerns, but in the funding the Chancellor's Office has given for each college to hire a DSPS High Technology Support Program specialist to work with colleges to make sure that disabled students have access to assistive technologies and that websites are designed to work with assistive technologies.

Many of the members of the Technology Committee will also serve on Chancellor's Office advisory committees. The Distance Education Technical Advisory Committee (DETAC) has finished its five-year review of distance education programs and has submitted Title 5 language changes to the Consultation Council to formalize such changes as the "personal contact" to "effective contact" for teachers and students in distance education courses. The Technology Technical Advisory Committee (TTAC) will discuss systemwide technology projects and the budget. Your representatives on these committees will continue to ensure faculty input and instructional quality and integrity.

Finally, your Technology Committee will be working to bring breakouts to the fall and spring plenary sessions of the Academic Senate on such topics as technology and educational policy, demonstrations of individual faculty technology activities, and Chancellor's Office projects. ▲

Senate Websites

Julie Adams

by Julie Adams, Academic Senate Executive Director

The Academic Senate Office has been extremely busy over the summer. If you have not visited our website recently, I suggest you do so. Along with the constantly evolving session and institute information, we have added many new features. I would like to highlight just a couple of them available from the main Academic Senate website. First, we have added an interactive map of California that shows the location of each community college campus and includes a link to the local senate website. If your website is not listed on the map, please forward it to our Senate Office, so that it can be posted on the new map. Second, we are constantly adding to the collection of Academic Senate publications available for download from our website. While our new publications are posted on the website immediately, the Senate's ultimate goal is to archive all of its 30 years worth of publications online. Over the summer, the Senate staff has been scanning and proofing documents that would constitute this valuable resource. We hope to have all the older documents posted by the end of the year. Third, the website now contains a searchable resolution database. This database currently contains only resolutions adopted in the last 6 years. We hope to have all the Senate's

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Technology

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The Academic Senate for California Community Colleges

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You can find this and the previous issues of this publication online at: www.academicsenate.cc.ca.us

Senate Websites

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resolutions included on this database in the very near future. Currently you can search our resolution database by keyword and session date. The last feature I would like to highlight is the development of an online database directory. The resource allows faculty and general audience to access essential information about each community college, link to its main and local senate websites, and look up current local senate representatives. This directory also allows local senate presidents and staff the ability to update their information online instead of filling out and mailing paper forms. We anticipate that the directory will be fully functional by the time of this publication. If you are an academic senate president, you will be notified of a password to access this new feature. As you can see, we have been very busy on our Senate website. Please take some time and visit our site.

Next, we have recently redesigned the site for curriculum developers, which is now available at www.curriculum.cc.ca.us. This site has a wealth of resources for curriculum designers. It is anticipated that the Curriculum Committee will begin to review model course outlines that will soon be posted on this site to serve as a constantly evolving reference for those who are directly involved in writing course outlines. If you have a model course outline, please send it to Elton Hall, Curriculum Committee Chair, at ehall@vcccd.net. The site has also been updated with the recently revised Chancellor's Office Curriculum Standards Handbook that is now called Program and Course Approval Handbook. To ease access to rich resources available from this site the search feature is provided on this site to instantly link you to the information you are looking for. Please visit this new website and send us any suggestions.

The Senate has yet another website for the IMPAC Project available at www.cal-impac.org. This website contains information about the Intersegmental Major Preparation Articulated Curriculum project. The project is now in its second year. If you do not know about the project, please visit the IMPAC website to get the background information, read reports from discipline meetings, and learn about the future of the project.

Last but not least is our newest website dedicated to the work of the Intersegmental Committee of Academic Senates (ICAS). ICAS is comprised of the Academic Senate presidents/chairs of UC, CSU and CCC. Each year the chair rotates to the next segment. This year the CCC, Hoke Simpson, is chairing ICAS. ICAS is the intersegmental statewide body that addresses common interests across the segments. Visit the website at www.academicsenate.cc.ca.us/icas.html to find out more about ICAS and watch the issues as they develop.

On a personal note, I would like to thank our talented webmaster, Rita Rasskazova. Rita joined my team over two years ago and has continuously raised the bar on our websites and publications. The websites have all been created and maintained by Rita. Each new design contains her imagination and dedication. Thank you Rita. If you get an opportunity, please join me in thanking Rita for her wonderful work. Her email address is asccedesign@mindspring.com. ▲

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